MARY WASHINGTON COLLEGE

talogue Issue 1974-75/Bulletin

LIBRARY

Catalogue Issue 1974-75

Mary
Washington
College

Fredericksburg,
Virginia 22401

Mary Washington College is a state-aided liberal arts college, and as such, it has an obligation to the people of the Commonwealth of Virginia to provide an educational program of the highest quality.

As a liberal arts institution, Mary Washington College is convinced that a broad education in the arts, the sciences, and the humanities, complemented by intensive study in a particular field of interest, constitutes an excellent preparation for life and citizenship.

It upholds the values of freedom of inquiry, personal responsibility, and intellectual integrity, and subscribes to the principles of equal opportunity for all, without regard to race, creed, national origin, or sex.

Further, the College is committed to serve with distinction the community, the state, and the nation through the selection of qualified students, the maintainance of a competent faculty and staff, and the development of an appropriate academic, cultural, and physical environment.

Mary Washington College is accredited by the Southern Association of Colleges and Schools, and is a member of the Southern University Conference. In addition, it is a member of the American Council on Education, the Association of Virginia Colleges, the College Entrance Examination Board, the National Commission on Accrediting, the University Center in Virginia, and the National Association of Schools of Music. Its graduates are eligible for membership in the American Association of University Women.

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CALENDAR

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COLLEGE CALENDAR

Session 1974-75

First Semester

Friday, August 23	Residence halls open for new students
Saturday, August 24	Freshman advising
Monday, August 26	New student registration
Tuesday, August 27	Classes begin, special student registration
Tuesday, September 3	End of add period
Tuesday, September 24	End of drop period
Monday, October 14	Mid-semester grades due
Wednesday, November 27	Thanksgiving holiday begins at 5:30 p.m.
Monday, December 2	Thanksgiving holiday ends; classes resume at 8:00 a.m.
Wednesday, December 4	Second semester registration
Thursday, December 5	Reading day
Friday, December 6	Reading day
Saturday, December 7-14	Examinations
Friday, December 20	Grades due, College closes at 5:00 p.m.

Second Semester

Thursday, January 2	College opens at 8:00 a.m.
Friday, January 10	Residence halls open for new students
Saturday, January 11	New student registration
Monday, January 13	Classes begin, special student registration
Monday, March 3	Mid-semester grades due
Friday, March 7	Spring vacation begins at 5:30 p.m.
Monday, March 17	Classes resume at 8:00 a.m.
Wednesday, April 30	Registration
Thursday, May 1	Reading day
Friday, May 2	Reading day
Saturday, May 3-10	Examinations
Monday, May 12	Senior grades due
Thursday, May 15	All grades due
Saturday, May 17	Graduation

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Finally, Mary Washington College is committed to serve with distinction the community, the state, and the nation through the selection of qualified students, the maintenance of a competent faculty and staff, and the development of an appropriate academic, cultural, and physical environment.

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Mary Washington College is a corporate member of the American Association of University Women, which is affiliated with the International Federation of University Women (IFUW).

PHI BETA KAPPA

In February 1971 Mary Washington College established the Kappa of Virginia Chapter of Phi Beta Kappa, the nation's oldest and most prestigious honorary organization. Faculty, students and alumni of the College are chosen each year for membership in the association, which recognizes outstanding academic achievement of men and women at the institution.

MORTAR BOARD

The College also has a chapter of Mortar Board, the national honorary society for senior women, which recognizes outstanding leadership, scholarship and service.

OTHER HONORARY ORGANIZATIONS

Other national honorary groups with chapters at the College include: Alpha Phi Sigma (scholastic), Alpha Psi Omega (dramatic arts), Chi Beta Psi (science), Eta Sigma Phi (classics), Gamma Theta Upsilon (geography), Lambda Iota Tau (English), Mu Phi Epsilon (music), Omicron Delta Epsilon (economics). Phi Sigma Iota (Romance languages), Pi Gamma Mu (social sciences), Phi Chi (psychology), and Sigma Omega Chi (sociology).

HISTORY

Founded as the Fredericksburg Normal and Industrial School for Women in 1908, Mary Washington College has experienced a growth closely paralleling the development of education for women and the general needs of higher education in Virginia.

At the beginning of this century the Virginia General Assembly began a move to provide a more adequate education for the young women in the state. This resulted in the establishment of two normal schools, one in Fredericksburg and the other in Harrisonburg. In 1909 the State made an appropriation of $25,000 for the purchase of land in or near Fredericksburg, and a sixty-acre site on Marye's Heights overlooking the city was subsequently chosen. By 1924 the normal school had developed beyond its original mission and, as a result of further action by the General Assembly, the College became the State Teacher's College, Fredericksburg.

A further change occurred in 1935 when, in recognition of the necessity for providing a balanced education for women that was not oriented solely toward the teaching profession, the College was given the additional authority to confer degrees in liberal arts, as well as in the professional, vocational and technical fields. From this point on, the College was in fact a state college for women.

This shift in emphasis led in turn to the third change of name for the Fredericksburg institution—to Mary Washington College—by action of the General Assembly in 1938. A fourth major change occurred in 1944 when a bill was brought before the state legislature to make Mary Washington College the undergraduate college of arts and sciences for women of the University of Virginia.

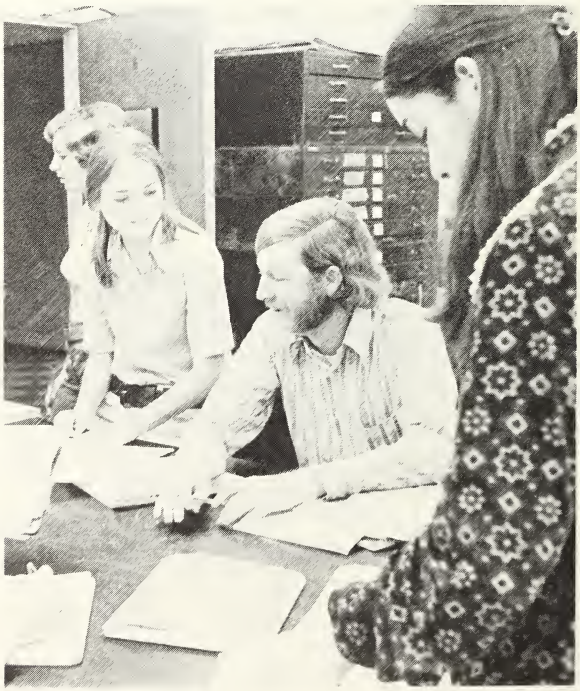
With the establishment of Mary Washington College as the women's college of the University, emphasis was placed upon the liberal arts. Courses regarded as primarily vocational were either eliminated or continued for no credit. By 1948 the initial transition to being a coordinate college of the University of Virginia was completed.

As the College matured, further modifications were made

to emphasize Mary Washington College's role as a liberal arts college; and as the needs in liberal arts have changed so too has the program of the College.

Early in the decade of the seventies, two more highly significant changes occurred in the College's growth and development: in April 1970 restrictions on the admission of males were removed from Mary Washington's charter and the College became coeducational, admitting men to the regular session in September of that year; and in April 1972 Governor Linwood Holton signed into effect legislation formally separating Mary Washington College from the University of Virginia and establishing a twelve-member Board of Visitors for the College.

These most recent actions represent a shift in policy better to meet the educational needs of the present and an effort to equip the College for further growth and development.



LOCATION AND ENVIRONMENT

The Mary Washington College campus, which also includes the historic Brompton estate, comprises 281 acres, the major part situated on Marye's Heights overlooking the city of Fredericksburg and the Rappahannock Valley. Immediately adjacent to the Fredericksburg and Spotsylvania National Military Park, the grounds were the site of the Civil War Battle of Fredericksburg; long before that, it is said, a portion of the area was an Indian village.

The City of Fredericksburg has now enveloped the College property, which has, however, remained an integral unit, unbroken by the urban development. Some thirty-three buildings are located on the campus and, in addition, there are a golf course, athletic fields and tennis courts, a new physical education building containing an Olympic-size swimming pool, and an outdoor amphitheater. Though the buildings are widely situated on the wooded grounds, they are within easy walking distance of one another and not far from the downtown business district of Fredericksburg and other more recently constructed shopping centers.

Fredericksburg is situated halfway between Washington, D.C. (fifty-five miles), and Richmond, Virginia (fifty-five miles), and is easily accessible from the north or south on Interstate Highway 95 or U.S. Route 1, or from the east or west on U.S. Route 17 or Virginia Route 3. Bus transportation (Greyhound or Trailways) and rail transportation (Richmond, Fredericksburg, and Potomac Railroad) are also readily accessible. The closest commercial airlines facilities are at the National Airport and Dulles International Airport, both serving Washington, D.C., and each an hour's ride from the College; or at Byrd Airport in Richmond, only slightly further away.

Fredericksburg is a city of 15,000 with modern shopping and tourist facilities. There exists a very cordial relationship between the College and the community, and the students are a part of this relationship whether as shoppers, as part-time employees at local businesses, or as members of church congregations.

The City and surrounding area have played an important role in American history from the time Captain John Smith and his followers sailed up the Rappahannock River in 1608 until the present. Sometimes called "America's Most Historic City," Fredericksburg is identified with much of the nation's earlier history. Americans such as Alexander Spotswood, George Washington, James Monroe, James Madison, and John Paul Jones were closely associated with it, as were many other colonial history-makers. In addition, four major engagements of the Civil War were fought in the Fredericksburg area – all encompassing Marye's Heights where the College is located – and the reminders of America's heritage are still clearly present.

Brompton, now a part of the College grounds and the residence of its President, was once headquarters for the Confederate forces defending the City and center of the Federal attack in both the first and second battles of Fredericksburg. Also located on the College grounds is a memorial to Confederate Sergeant Richard Kirkland of South Carolina, a hero of the Battle of Fredericksburg. The memorial was created by sculptor Felix deWeldon and dedicated in 1965.

Thousands of interested Americans and foreign visitors come to Fredericksburg each year to relive history by touring these important landmarks. As an accommodation the City operates Information Centers on Interstate Highway 95 and at the corner of U.S. Route 1 and Princess Anne Street in the City.

BUILDINGS AND ACCOMMODATIONS

The architecture of Mary Washington College may best be described as neo-classical in the Jeffersonian tradition. The red brick, white-columned buildings have been situated in an orderly manner on the campus, utilizing as much as possible the existing natural surroundings. The thirty-three structures include seventeen residence halls and nine academic buildings.

Academic Buildings

Chandler Hall. Named in memory of Algernon B. Chandler, Jr., President of the College from 1919 until his death in 1928, this building contains offices, classrooms, seminar rooms, and laboratories for English, home economics, linguistics, and psychology.

Combs Science Hall. This modern, four-story science complex honors the late Morgan L. Combs, President of the College from 1929 to 1955. It provides lecture rooms, offices, laboratories, and other facilities for instruction in astronomy, biology, chemistry, geology, mathematics, and physics. It has adequate space to make possible continued expansion of course offerings in these fields.

Fine Arts Center. The Fine Arts Center contains three separate buildings connected by arcades: Jessie Ball duPont, Gari Melchers Hall, and John Garland Pollard Hall.

duPont Hall. The central building of the group constituting the fine arts complex is named in honor of the late Jessie Ball (Mrs. Alfred I.) duPont of Wilmington, Delaware, and Ditchley, Virginia, in recognition of her interest and generosity to the College and of the fact that she was a close lineal descendant of Mary Ball Washington for whom the College is named. This central unit contains exhibit rooms, classrooms, a broadcasting studio, and language laboratories. It also houses a theater with a seating capacity of 300, rehearsal rooms, make-up rooms, and a scenery loft. Classes in dramatic arts and speech and modern foreign languages use these facilities.

Melchers Hall. The south building of the complex is named in honor of the late Gari Melchers, internationally known artist, whose home, Belmont, in nearby Falmouth, is now a

memorial under the trusteeship of the College. Melchers Hall is devoted to such arts as painting, sculpture, printmaking, and ceramics, and contains art history classrooms, studios, kilns, offices, and workrooms. Housed here also is a carefully selected slide library for use in the art history classes.

Pollard Hall. The north building, bearing the name of the late John Garland Pollard, Governor of Virginia, Attorney-General, college professor, and patron of the arts, is devoted exclusively to music. It contains classrooms, studios for individual instruction, band practice rooms, and offices.

Monroe Hall. This structure was named for President James Monroe, who lived in Fredericksburg and whose life was closely identified with the community. It contains classrooms and offices for the departments of classics, economics and political science, education, geography, history, and religion. It has an assembly hall with a seating capacity of about 200.

E. Lee Trinkle Library. Named in honor of the late E. Lee Trinkle, former Governor of Virginia and for many years President of the State Board of Education, once the governing board of the College, the library contains more than 228,000 volumes.

It is a large air-conditioned facility and provides ample study and reading space. An open stack system permits students to browse and to work directly with the book collection. Typing rooms, individual study cubicles, microfilm readers, coin-operated copying facilities, and a hook-up on a statewide library teletype system for inter-library lending are a few of the services and facilities available.

In an effort to maintain accurate and up-to-date material for classroom and research purposes the library subscribes to and catalogues nearly 1,200 periodicals and newspapers. In addition, the library is a depository for selected government documents; it maintains a record collection as well as a music manuscript collection.

In 1964, the library opened a rare books room which provides ready access to a growing collection of first and important editions. Included are numerous works meaningful to students in an undergraduate college: they range from Bos-

well's *Life of Johnson* and Johnson's *Dictionary* to Newton's *Opticks* and works by James Joyce.

George Washington Hall. This facility is named in honor of George Washington, whose life was closely connected with Fredericksburg and this section of Virginia. It contains the administrative offices, classroom and office facilities for the philosophy department, the telephone exchange for the College, the internal mail facility and central duplication services for the College. It also contains the largest auditorium on the campus with a seating capacity of more than 1,600.

Goolrick Hall. The newest building on the campus has been named for the late C. O'Connor Goolrick, who, as a member of the General Assembly of Virginia, sponsored the 1908 legislation establishing the College. It contains all the facilities and equipment necessary for a complete physical education program. There are, for example, an indoor swimming pool, a large gymnasium and auxiliary gym, a handball court, dance studios, sun decks, and an exercise room. In addition, the physical education, health, and sociology departments share offices and classrooms in the building.

Other Buildings

Brompton. Brompton is the home of the President of the College and is situated on a 174-acre site near the main campus. The first unit of the colonial brick mansion is believed to have been erected about 1730. It was enlarged and completed in 1836 by Colonel John L. Marye and restored, after purchase by the College, in 1946.

In a report by historians for the Fredericksburg and Spotsylvania National Military Park, it is stated that "no other house on the American continent is more important or better known in connection with military history, and few other homes are better examples of their type."

Also located on this tract of land, which comprises the major portion of the original estate, is the College's golf course.

Belmont. Located in Falmouth across the Rappahannock River from Fredericksburg, Belmont is the estate where Gari Melchers, the noted American artist, lived and worked during the last sixteen years of his distinguished career. As a memorial to her husband, Mrs. Corinne Lawton Mackall Melchers deeded Belmont and many of his paintings to the Commonwealth of Virginia. The property is now administered by Mary Washington College. Many of the Melchers paintings may be seen in the College offices and other buildings.

Anne Fairfax. Named in memory of the wife of George Washington's half-brother, Lawrence, this white frame structure faces College Avenue and houses the office of the Dean of Students.

Ann Carter Lee Hall. Popularly known as the "student activities building," this structure bears the name of the mother of Robert E. Lee. It provides such recreational areas as a ballroom, television facilities, informal lounges, the College Bookstore, the Placement Bureau, the Security Office, a branch bank, and the "C Shop," a campus snack bar. Located here are the offices of the major student organizations, as well as the Office of Student Services.

Hugh Mercer Infirmary. Named for Dr. Hugh Mercer, a physician of Fredericksburg and a brigadier-general in the Revolutionary War, the infirmary is a modern, fifty-four bed medical facility. Every room is provided with private or connecting bath. There are also isolation wards, a solarium, a sun deck, a dining room and kitchen.

It is maintained on a twenty-four-hour-a-day basis by a staff of nurses, and a staff of physicians residing in the community is available at all times.

Seacobeck Hall. A Seacobeck Indian village is believed to have once occupied the present site of the campus dining hall. It has a central kitchen, five main dining areas and a reception room. It also is equipped with its own bakery, ice plant and storage facilities.

Spotswood House. Originally built as a home and used for a time as a small residence hall, this frame building located opposite the main entrance to the College is now occupied by the Alumni Association. Alexander Spotswood was a colonial governor of Virginia.

Amphitheater. The outdoor amphitheater is set on the slope of a hill in a natural grove of trees and has a seating capacity of approximately 1,000. It is used for a number of events each year.

Post Office. College Station, a branch of the Fredericksburg Post Office, is located on College Avenue, across the street from the main campus, and provides individual mail boxes for students in addition to other postal services.

Residence Halls

The seventeen (twelve major and five minor) residence halls on campus are for the most part centrally located and close to the academic buildings. All of them provide comfortable housing with ample ventilation and light. The major halls accommodate from fifty to 180 students, while the minor halls normally house from fifteen to twenty students. These smaller facilities serve as special purpose dormitories, such as language houses, and one of them is the residence of the student government president and three other student officials.

Many of the halls are arranged in suites with connecting baths, while the newer structures employ a "unit complex" concept in which small groups of students reside in two-student rooms and share common facilities somewhat as they would do at home.

All of the major residence halls have reception rooms, recreation areas, kitchenettes, washers and driers, and pressing rooms. Each hall is also equipped with a color television set, usually located in the recreation area, which will receive educational as well as commercial network programs. Students may bring their own sets if they desire, but external antennas are not available.

Students admitted to the College as freshmen are assigned a room in a predominantly freshman residence hall on the campus. Returning students select their roommate and room during the preceding school session.

THE FACULTY

At Mary Washington College, as at any institution of higher learning, the faculty is a particularly critical element. At Mary Washington faculty members are primarily teachers and their responsibility, first and foremost, is to the student in the classroom. As a rule, professors and associate professors will carry essentially the same teaching load as assistant professors and instructors, although generally they teach the more advanced classes.

An overt effort is made to select and maintain the most qualified faculty possible. Last year there were 169 faculty members including those serving on the library and administrative staffs and those who were part-time or on leave of absence. Of this number, eighty-five held doctorates and an additional thirty were completing doctoral requirements. Four of the sixteen serving in an administrative capacity also taught at least one class.

In terms of experience, 104 members of the faculty have been at the College five or more years, and twenty-nine of this number have served Mary Washington for more than twenty years.

More than 170 institutions of higher learning are represented in the degrees held by the faculty. In addition to earned degrees from respected and widely recognized institutions, the faculty has also received its share of academic honors: twenty-seven, for example, are members of Phi Beta Kappa, and eight belong to Sigma Xi. Many have made valuable contributions in their fields outside of the classroom. In art, for example, the studio art instructors have distributed works throughout the nation and have works in numerous public and private collections. A faculty member in political science has been deeply involved in planning the strategy of one of the major presidential candidates in both 1968 and 1972. Still another is the first woman to be elected President

of the Southern Section of the Classical Association of the Middle West and South. While the primary responsibility of each faculty member lies with the student in the classroom, most members have maintained an active professional interest in their chosen fields. Collectively the faculty and the College hold membership in more than 250 professional organizations and annually faculty members participate in nearly 150 professional meetings and conferences as representatives of the College.

In addition to the regular faculty, Mary Washington's proximity to larger metropolitan centers makes it possible for scholars and authorities on numerous subjects to visit the campus. The Mary Washington College Alumni Association sponsors a Distinguished Visitor in Residence program to bring scholars to the campus; Margaret Mead, Saul Alinsky, Arthur Schlesinger, and Chaim Potok have visited the campus under this program. The Eminent Scholars program, funded jointly by private and state support, is designed to attract and retain outstanding scholars and lecturers to conduct a class, seminar, or project for one or two semesters at the College. The expert in his field is not assigned to a specific department but works in any area related to his background. Those selected will be designated as professors-at-large. The College also participates in the Visiting Scholar Program of the University Center in Virginia which last year brought more than twenty guest lecturers to the campus.

STUDENT LIFE

Mary Washington, like most colleges, has its own way of life. It is important, therefore, that prospective students and their parents become familiar with its purposes and objectives before submitting applications for admission.

Students at Mary Washington College are given a large degree of freedom and responsibility in fashioning guidelines for their behavior. They were admitted to the College because of their academic ability and maturity and while attending the College will be treated as mature individuals.

The College is committed to the ideals of individual responsibility and the pursuit of excellence, and it is felt that these ideals are best achieved when conditions of democratic tradition and a high standard of personal honor exist. For this reason the Student Association and the Honor System play vital roles in student life at the College. Students are expected to live under regulations prescribed by the Student Association and are bound to maintain a high standard of personal and academic conduct by the self-imposed – and self-regulated – Honor System.

The College strives to create and maintain an atmosphere of friendliness and helpfulness on the part of students and faculty. It is expected that students will at all times uphold the standards and abide by the regulations of the institution. The fact that a student is of legal age or is paying his own expenses in no way alters this relationship.

The College administration reserves the right to request any student to withdraw whose conduct or general attitude is considered unsatisfactory, even though no specific charge is made.

STUDENT GOVERNMENT

Each student upon registration becomes a member of the Student Association. Its purpose is to promote personal responsibility, loyalty, and a high sense of honor in the individual student, and to further the best interests of the student body and the College by inculcating the underlying principles of self-government and democracy.

The Association has executive, legislative, and judicial branches, each with clearly defined duties and responsibilities, and each an integral and vital part of the governmental process. The constitution of the Association is designed to involve the greatest number of students possible in the governmental process, and thus to make it essential to the conduct of student affairs.

The Student Association Executive Chairman is defined by the constitution as the chief executive officer of the Student Association and as the primary link between the students and the administration of the College. Designated to assist the Executive Chairman in fulfilling the executive responsibilities is an Executive Cabinet.

As prescribed by the constitution, legislative powers are delegated to a representative Student Senate. Each member of the Senate represents approximately 50 students. Headed by the Legislative Chairman, the Senate is concerned mainly with social and academic affairs. It serves as a voice for students and provides them, through a number of standing committees, with an opportunity to participate in campus matters according to their interests. The Senate, it should be noted, has not limited itself to campus affairs, but has on different occasions taken a stand on national issues. It has also encouraged social awareness through programs such as lectures, discussions, and workshops.

The judicial system of the Student Association is composed of three levels of courts which try social infractions. The first level is found in each residence hall, a judicial court elected by the residents. Cases may be appealed from this court to the Campus Review Court, which serves only as an appellate court and is made up of five students.

The third level of the court system, and the highest, is the Joint Council, which hears serious cases of social infractions and makes recommendations to the President of the College for their disposition. It consists of the five students from the Campus Review Court and three faculty members appointed by the President. This judicial body may recommend a punishment as severe as expulsion from the College. Any recommendation of the Joint Council is directed to the President of the College, who makes the final decision.

In addition to the responsibilities specifically designated by the Student Association constitution, students are afforded an opportunity to play an active role in the decision-making process at the College by serving on various campus-wide committees dealing with academic, social, cultural and community affairs.

HONOR SYSTEM

Since 1944 the students of Mary Washington College have lived under the Honor System. Although its constitution is frequently revised, the Honor Code has remained basically the same throughout the years. The Honor Council retains sole control of its operation and is responsible to the student body, which derives its authority to establish an Honor System at Mary Washington College from the Board of Visitors. Because of the unique nature of the Honor System, final responsibility lies with the Board of Visitors, but all enforcement is in the hands of students.

The council itself is made up of nine members: two representatives from each of the academic classes and the Honor Council President. The representatives are elected by their respective classes and comprise the voting body during a trial. The President, who is chosen by a campus-wide election, serves as chairman and adviser, with no voting privileges during a trial. In addition, an Honor Contact is selected in each residence hall to serve as a communication channel between the Honor Council and the students concerning all aspects of the Honor System. Two faculty members are appointed by the Council in the capacity of advisers.

The Honor System provides that a student shall act honor-

ably in all relationships of campus life. Lying, cheating, stealing, or breaking one's word of honor are considered infringements of the system, and the penalty for a violation, as determined by the Honor Council, may often be dismissal from the College. The pledge required on quizzes, examinations, and other classwork – "I hereby declare upon my word of honor that I have neither given nor received help on this work" – means that the work that the student hands in to a professor is his own and has been completed in accordance with the requirements for the course as laid down by the professor.

Each student must realize that by accepting admission to Mary Washington, he makes a commitment to the provisions of the Honor Code. Upon entering the College for the first time, every student is given a copy of the complete Honor Code and is expected to become familiar with its provisions. (See the Student Handbook for a copy of the Honor Constitution.) Orientation counselors work to interpret the Honor System to every new student before he is asked to sign a pledge card stating that he understands what is expected and realizes that a plea of ignorance will not be accepted by the Honor Council. Registration as a student at the College is not considered complete until this card has been signed, and no grades or credits will be released unless the signed pledge card is on file.

ACTIVITIES

An active social program is planned at Mary Washington College each year in an effort to provide events and activities desired and enjoyed by as many students as possible.

The social calendar for the year includes receptions, dances, keg parties, and mixers; programs by the departments such as music, dramatics, and physical education, lectures by visiting lecturers; concerts by guest artists; and regularly scheduled motion pictures, both foreign and American.

Drama Series

The Department of Dramatic Arts annually presents at least three major productions and a student-directed children's

play. In selecting the plays to be presented consideration is given to providing the students a varied and balanced drama season, and to best utilizing the talents of the drama majors.

Dances

In the course of the year there are at least three formal dances, two of them open to the entire student body and the third sponsored by the Junior Class. In addition to the formal dances, there are frequent informal dances and mixers throughout the year.

Concerts

A number of major concerts are scheduled each year featuring programs by symphony orchestras, vocal and instrumental arts, artists, and dramatic groups.

In addition to guest performers, there are presentations by faculty and student members of the Department of Music. Every session there are concerts by the college band, the College-Community Orchestra, and the chorus, as well as recitals by students and faculty members.

Art Exhibitions

Each year the College holds a number of art exhibitions including at least one major exhibition and a student exhibition. These shows are held in the duPont Galleries located in the Fine Arts Center. The student exhibition is usually held in the spring and provides an opportunity for student artists to display what they have done during the school year. It also gives the College a chance to recognize outstanding achievement in the studio arts with the presentation of awards.

Other Events

Two segments of the Department of Health, Physical Education and Recreation also present special programs each year. The Terrapin Club (a synchronized swimming club) presents a program in the fall and another show in the spring. The Mary Washington Dance Company also presents a dance concert each year.

In addition, various other clubs and organizations plan special events and programs during the school year. For example, the French Club each year presents a play in French, and last year the Spanish Club sponsored a Spanish festival. Also, parties, auctions, dances, and many other functions are sponsored by the various organizations.

STUDENT PUBLICATIONS

There are four student publications on the campus: the *Bullet,* the student newspaper which is published weekly; *Aubade,* a literary and arts magazine published twice a school year; *The Battlefield,* the College yearbook; and *Polemics,* a current issues and contemporary studies periodical published bi-annually.

Serving as the publisher is the Board of Publications, made up of the editors and faculty advisers of the publications and representatives from the student body and the faculty. The Board does not function as a censor but, rather, establishes general policy concerning the publications and oversees their financial operation. Should there be enough demand and interest in starting other student publications, the Board would consider requests and make recommendations to the Student Association and the President of the College.

STUDENT SERVICES

A number of special services are available to students at Mary Washington College aimed at complementing the formal education students receive and offering assistance to those who desire or need it. These services are available to every student on a voluntary basis.

Counseling Center

For special problems the College offers to its students full-time psychological services. Testing is available for the assessment of aptitude, interest, and personality patterns as they relate to academic and career-oriented questions and plans. The Counseling Center also aids students (for the most part self-referred) who have problems in personal, emotional, and

social adjustment. The facilities of the center are provided by the College without cost and with complete assurance of confidentiality.

Placement Bureau

The Placement Bureau offers an advisory and placement service to graduates and prospective graduates seeking employment. A folder of detailed information is compiled for each graduate, and an effort is made to give as complete a picture as possible of each student's qualifications.

Business executives, personnel directors, school superintendents, and others interested in employing graduates are invited to visit the campus, consult the credentials compiled by the Bureau and interview applicants.

Health Services

The College maintains a fifty-four bed infirmary staffed on a twenty-four-hour-a-day basis by thirteen registered nurses, a full-time College physician, and other stand-by physicians. An Infirmary physician conducts an office hour in the Infirmary from one to two o'clock Monday through Saturday, and physicians are on call (available for consultation) at all times.

The facilities available at the Infirmary are modern and more than adequate to meet the needs of the College. Each patient room has a private or connecting bath. While the Infirmary is equipped to handle most ordinary illnesses, any treatment which requires special diagnostic attention, x-rays, or laboratory analysis is referred, through the College physicians, to the local hospital or other facilities.

All prescriptions are written by a College physician and filled through local pharmacies. The Infirmary does not dispense tranquilizers, diet pills, birth control pills, and sleeping medication.

ADMISSIONS

Most Mary Washington students apply for admission during the first semester of their senior year in high school and enter college the following summer or fall. Procedures for such admissions, both regular and Early Decision, are presented at the beginning of this section. Prospective students who have been out of high school for some time, but have not enrolled in any college, follow essentially similar procedures.

Currently, approximately twelve percent of Mary Washington College students enter as transfer students, with credits from another college. Information on transfer procedures, including information on direct transfer agreements for students who have completed associate programs at certain junior colleges, begins on page 39.

Three programs permit selected high school students to enter Mary Washington College before high school graduation. One program is for students who have almost completed their high school work in the junior year; another is for local students who can attend the College part-time; another is for students recommended by their high school for summer session work. Information on these three programs begins on page 35.

Students who are not planning to earn a Mary Washington degree can apply for admission as special students. Full-time special students complete the full admission process; part-time special students can enter on evidence of high school graduation alone. More information begins on page 40.

In every case except that of part-time special students, the Committee on Admissions reviews all material submitted by the applicant and makes the final decision on admission. The Committee bases its decision on its judgment of the applicant's ability to succeed in a competitive, liberal arts curriculum.

Academic requirements and procedures cannot meet the situation of every applicant. Prospective students with particular questions, problems, and requests should contact the Director of Admissions.

APPLICANTS FOR ADMISSION DIRECTLY AFTER HIGH SCHOOL GRADUATION

The Admissions Committee makes its decision on the basis of the application, a high school transcript, a recommendation by an appropriate secondary school official and results of the College Board Scholastic Aptitude and Achievement Tests.

Procedure. A student who intends to enter directly after high school graduation should request the necessary forms from the Director of Admissions early in the first semester of the senior year. The student will be sent an application form and a transcript form. Students requesting a decision under the Early Decision plan should request that form specifically.

The application, completed by the applicant and signed by the applicant and a parent or guardian, should be returned as soon as convenient. The transcript form, which includes a recommendation, as well as a record of high school performance, is completed by the appropriate high school official and returned. If the scores earned on the Scholastic Aptitude and Achievement Tests are not included on the high school transcript, the applicant should request the College Board to send them directly to the College. The College will request first semester grades directly from the high school if they are not included on the initial form.

As soon as all materials are received, the Committee on Admissions will review them. The usual deadline is March 1 for a student who expects to receive word by April 1. All acceptances are conditional upon second semester performance; the College will request second semester grades from the high school.

A student who makes a late decision or cannot meet the March 1 deadline follows the same procedure; the College announces its decision as soon as possible after materials have been received.

High School Preparation. The general academic requirements for admission are graduation from an accredited* high

* A school which is accredited by the state or a regional accrediting agency.

school or preparatory school, and credit for at least sixteen acceptable entrance units.*

The sixteen academic units should include the following:

English, 4 units

College preparatory mathematics and science, 4 units (see a)

Foreign language, 2 units (see b)

Social studies, 2 units

Electives, 4 units (see c)

(a) A student who anticipates a college major in one of the natural sciences or mathematics, or who intends to certify as a teacher, should have earned three units in mathematics selected from algebra, geometry, trigonometry, calculus, or combinations of these courses, plus one unit in science. A student anticipating other major programs may submit two college preparatory units of mathematics and two units of science.

(b) Two units in the same foreign language are required, and more are recommended.

(c) Electives may consist of additional units in any of the areas listed, as well as units earned in art, music, drama, journalism, etc.

A student attending a five-year school or one who begins traditional secondary school subjects in the eighth grade must complete eighteen academic units in order to meet the minimum requirements for admission.

A student who does not meet the recommended distribution of subjects but feels that he may be otherwise qualified should write to the Director of Admissions.

Examinations. Students entering directly from high school are required to take the Scholastic Aptitude Test and Achievement Tests in English Composition and in a foreign language,

* An entrance unit represents a year's successful study of a subject in a high school or preparatory school, the class meeting five times a week.

preferably the language to be continued in college. Normally, the tests are taken in December or January of the senior year.

Information about the tests may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or from secondary school counselors. When applying for the tests, the student should specify that the results be sent to Mary Washington College (College Code Number 5398).

Character, Personality, and Interests. A recommendation by an appropriate secondary school official, including information about the student's character, interests, attitudes, and habits as a member of the school community, is requested. The school official is also urged to assess the applicant's academic promise. Activities that reflect leadership or intellectual interests are impressive only if they reinforce sound academic achievement. Since Mary Washington operates under a successful honor system, assurance of personal integrity is indispensable.

Committee Review. The Committee on Admissions approves applicants – including those wishing to enter the planned-transfer programs – only if they seem prepared to succeed in a competitive, liberal arts curriculum. In attempting to judge which applicants are most likely to succeed in competition with their fellow students, the Committee considers many factors: academic achievement, class rank, secondary school recommendations, aptitude and achievement test results, and a pattern of courses demonstrating interest and competence in the liberal arts and sciences.

The Committee feels that the senior year is extremely important, and such basic academic subjects as English, mathematics, laboratory sciences, and foreign language, particularly the last, should be continued through the final term.

The Typical Freshman. A typical student accepted by the College will have followed an academic program in the secondary school, will be in the top third of his graduating class, will be recommended by the appropriate official in his school, and will have Scholastic Aptitude Test scores totaling 1000 or more. Exceptions to these general guidelines are made depending upon the merits of a particular student.

In a recent year, applications were received from 1,555 prospective freshmen. One thousand, three hundred and twenty-seven offers of admission were extended and 711 freshmen were enrolled. Of the enrolled freshmen, sixty-two percent ranked in the top twenty percent or higher of their secondary school graduating classes. The average Scholastic Aptitude Test scores were above the 500 level in both the verbal and mathematical area.

Fees and Deposits. All students send a $10.00 non-refundable application fee with the initial application.

If a student is accepted by the College, he returns a deposit with his acceptance. A residential student, who will be told of the availability of dormitory space when notified of acceptance, submits a $100.00 room deposit. A non-residential student submits a $50.00 fee deposit. Students applying by March 1, who are notified by April 1, are required to answer and to send the deposit by May 1. If the application is late and the letter of acceptance is received after May 1, the deposit is due within two weeks.

The deposit is applied to the first semester charges. Unless the student has asked for Early Decision, the deposit is refundable upon request until May 1. If the student is accepted for the spring semester, the deposit is refundable upon request until January 1.

Deferred Enrollment. Upon request, an accepted applicant may have one year to exercise the option of enrolling. Delayed enrollment is subject to the admission requirements in force at the time the initial decision was made and is predicated upon the fact that the student will not enroll at another institution before enrolling at Mary Washington. If he does, he applies again as a transfer student.

The student will be subject to the rules, regulations, and financial charges in effect when he actually enrolls.

Students who elect to postpone enrollment will be asked to submit before enrolling a summary of work experience and recommendations from employers.

Early Decision Plan. A candidate who has selected Mary Washington College as a first choice may wish to apply for admission under the Early Decision Plan. Under this plan, the

student agrees to accept an offer of admission if it is extended by the Committee on Admissions. The College in return agrees to announce its decision by December 1.

An interested candidate should request an Early Decision form along with the regular application materials, early in the fall semester of the senior year. On the Early Decision form, the student will certify that Mary Washington is his first choice college and that he will accept an offer of admission if it is extended. The candidate may apply to other colleges, but must agree to withdraw his applications if notified of acceptance by Mary Washington.

The application form, the Early Decision form, the transcript and results of Scholastic Aptitude Tests and two achievement tests should be submitted to the College before November 1. The Committee on Admissions will review the materials and notify the applicant by December 1. If accepted, the candidate must submit a statement accepting the offer of admission and certifying that applications to any other college have been canceled. This statement must be accompanied by a $100.00 non-refundable room deposit for a residential student, or a non-refundable $50.00 fee deposit for a non-residential student. The deposit is credited to the student's first semester account.

The Committee on Admissions will offer early decisions to no more than 100 candidates. Should the Committee not act favorably on an early decision request, the applicant's file will remain active and the Committee will reconsider it after additional grades and/or scores are submitted by the candidate at the end of the fall semester.

APPLICANTS FOR ADMISSION BEFORE HIGH SCHOOL GRADUATION

Selected students with exceptional ability can enroll at Mary Washington College before they have graduated from high school. They enroll under one of three plans. Under the first plan, students who are recommended by their high school counselors are permitted to enter summer session between the junior and senior year. This admittance does

not apply to the regular session; students still interested in continuing at Mary Washington after the senior year make a regular application. Under the second plan, qualified seniors in area high schools are permitted to undertake course work at Mary Washington concurrently with course work undertaken in the school. Admittance to part-time work does not guarantee admittance to the full-time degree program. Under the third plan, a student who has completed almost all of his high school requirements by the end of the junior year, and who has exceptional academic and personal maturity, can be admitted to the College as a full-time, degree-seeking freshman.

Students should note that not all colleges give transfer credit for college work completed before high school graduation.

Admission to the Summer Session. Students eligible for this program are Virginia students who have completed their junior year but not their senior year in secondary school, whose academic performance has been of the highest caliber, and whose level of intellectual and personal maturity and academic promise are such as to benefit from college work. All applicants must be nominated by their principal or guidance counselor.

Once nominated by the principal or guidance counselor, the student submits a summer session application. If accepted, he takes the same courses and the same course load as any freshman student. Credit and grades earned become part of his permanent record at Mary Washington.

Admission to the summer session, for any student, does not constitute admission to the regular session. Students under this program who wish to earn a Mary Washington degree apply in the regular procedure during the first semester of the senior year.

Admission to Part-Time Study During the Regular Session. Qualified seniors in area high schools who will not be taking a full academic load in their senior year can apply to the College for admission as part-time students.

They submit the application form, a high school transcript, and the Scholastic Aptitude Test results.

Admission After the Junior Year. This program, in which the student enters as a full-time freshman after the junior year in high school, is designed for a small number of exceptionally qualified students who have completed almost all of the sixteen credits required for admission. To be considered, a student must have all required credits in mathematics and science and foreign language. Most commonly, the student will have at the end of the junior year only one unit in English and one in social science to complete.

Such students need all the materials required of a regular candidate, and in addition, the high school counselor will be asked to speak directly to the question of the student's maturity in academic ability, personality, sense of purpose, as well as in ability to handle responsibility independently.

The admission procedure is the same as for regular applications, except that generally students apply in the spring. The student will present Scholastic Aptitude Test results and must submit achievement test results before enrolled. The Admissions Committee examines the application using the same criteria as for a senior, with the additional criteria of the statement of maturity.

The College advises the student to complete the last high school units in summer school, if possible.

APPLICANTS TRANSFERRING FROM OTHER COLLEGES

The Admissions Committee makes its decision on transfer students on the basis of the application, a high school transcript, transcripts of all college work, the Scholastic Aptitude Test, and an Inter-College Confidential form.

A student may be considered for transfer admission if he is entitled to honorable dismissal without academic or social probation in the last institution attended, and if he has the recommendation of the dean or other authorized administrative officer of that college.

Residence Requirement and Transfer Credit. To be eligible for a Mary Washington degree, a student must be enrolled on campus at least four semesters, including the last semester (except in the case of cooperative programs) and earn sixty

semester hours of credits from the College. Also, at least three-fourths of the major program must be earned at the College.

Students in the two cooperative programs, medical technology and speech pathology, will spend their last year and, as a result, the last semester off-campus at the cooperating institution. However, they still must earn sixty credits on the Mary Washington campus. Therefore, students interested in these programs must enter the College no later than the sophomore year.

Full information on transfer credit is given under "Academic Procedures." A preliminary evaluation of transfer credit is made by the Director of Admissions, but all final decisions are made by the Office of the Dean. Transfer credit is provisional until the student has completed one semester's work at Mary Washington College.

Procedure. The Director of Admissions will send prospective transfer students an application, a secondary school transcript form, and an Inter-College Confidential Form. The application is filled out and returned by the applicant, signed by him and a parent or guardian. The applicant arranges for the high school transcript form to be completed and sent by the appropriate secondary school official. He also arranges for the transcripts to be sent from all colleges he is attending or has attended. The Inter-College Confidential form is completed by the Dean of Students or other appropriate official at the applicant's current college, and is forwarded directly to the Director of Admissions.

Applicants are urged to submit all materials early in the first semester of the year prior to transfer. The Committee on Admissions will make a preliminary evaluation of this information and will make a final decision upon receipt of the first semester or quarter grades.

Examinations. Candidates must submit the results of the Scholastic Aptitude Tests, which will normally be included on the high school transcript. Achievement tests are not always required, but the Committee may request a student to take specific examinations, and the College may need achievement test results for placement purposes.

Committee Review. The Committee considers many factors in judging whether the prospective transfer student can succeed at Mary Washington College, but puts particular emphasis on the program and academic achievement in the last college attended.

Direct Transfer Agreement. Mary Washington College has entered into direct transfer agreements with Ferrum College, Germanna Community College, Northern Virginia Community College and Patrick Henry Community College. A student attending one of these institutions will be admitted to the College upon completion of one of the specified college-transfer programs if he has earned a cumulative grade point average of 2.5 or higher on a 4.0 scale and has a recommendation from the appropriate official at the two-year college. An applicant accepted under the plan will receive credit for all work in the college-transfer program passed at the two-year institution and will matriculate with junior standing.

Students interested in applying under these arrangements should notify the Director of Admissions at Mary Washington by April 1. The completed application and records, including the results of the Scholastic Aptitude Test, should be submitted by June 1. Specific details about any of the agreements are available from officials at the two-year colleges or by writing to the Director of Admissions at Mary Washington College.

The Typical Transfer Student. A typical transfer student accepted by the Committee on Admissions is in good academic and social standing at the last institution attended and has undertaken a program similar in nature to the Mary Washington program. His level of success at the last institution predicts a good chance of success at Mary Washington.

In a recent year 199 applications were received for transfer into Mary Washington for the fall semester. Admission was offered to 160 students and 111 enrolled.

Fees and Deposits. These are the same as for students entering directly from high school: a $10.00 non-refundable application fee with the application; a $100.00 room deposit for residential students or a $50.00 fee deposit for non-residential students to accompany the reply to the acceptance.

ADMISSION AS A SPECIAL STUDENT

Applicants for admission as special students are most often those who are interested not in a degree but in specific courses, those who did not follow an academic program in high school, or students at other institutions who will earn credits to transfer back to their own institutions.

Special students are not enrolled in the degree program of the College (therefore, they are advised by the Academic Dean's office and not by departmental advisers), but they are held to the same academic standards and judged in the same way as regularly enrolled students in each course they take.

Occasionally, a special student will apply for admission as a degree-seeking student. In that case, he follows the regular procedure. Once enrolled as a special student, a student cannot change his status in that semester.

There are two classifications of special students: full-time (twelve or more credits in the semester) and part-time (less than twelve credits). Application procedures differ for the two classifications.

Full-time Special Students. A student who anticipates enrolling for twelve or more credits a semester is required to submit an application form, transcripts of high school and college work, the results of Scholastic Aptitude Tests, and an Inter-College Confidential form if the student has attended college. The deadline for application is one week before the beginning of the semester, but the student will find it more convenient if all material is submitted several weeks before the beginning of the term.

Full-time special students can register for classes during the normal registration process and may apply for residential accommodations.

Part-time Special Students. High school graduates and mature adults who wish to take fewer than twelve credits a semester may be admitted to the College for one semester at a time as part-time special students.

The part-time special student need submit only the application and either prove high school graduation or submit a

statement of good standing or of graduation from another college. Graduation and good standing are most easily validated by having official transcripts sent to the Office of Admissions; the student can also bring a validated diploma to an official in the Office of Admissions.

Part-time special students register on the first day of class. Although they may submit their application at any time up to the first day of class, it is more convenient if they submit their application well in advance of that time.

READMISSION TO THE COLLEGE

Regularly enrolled Mary Washington students file application each year for readmission to the fall session. The form is mailed in January and must be returned by March 1 with a $10.00 application fee and a $100.00 room deposit for residential students, or a $50.00 fee deposit for non-residential students. The readmission application and room deposit must be returned by March 1 if residential space is to be guaranteed. Students whose completed application and deposit are received after March 1 may be placed on a waiting list for residential accommodations.

The $10.00 reapplication fee is non-refundable; the $100.00 room deposit or $50.00 fee deposit is applied to the student's account for the following session. It is not normally refundable after May 1 unless the student is ineligible to continue, or unless the Comptroller and Director of Admissions agree that unusual circumstances justify a refund.

Although the College makes every effort to furnish readmission applications directly to enrolled students, it is the responsibility of the individual student to see that he files the application. Forms are available from the Director of Admissions.

Readmission after Leave of Absence. A student who wishes to return after a leave of absence should write the Director of Admissions and ask for a readmission form. He returns the form with the $10.00 reapplication fee and the room or fee deposit, under the same conditions as regularly enrolled students applying for readmission.

Unless there is an exceptional circumstance, a student who takes a leave of absence from the College can expect to be readmitted without difficulty. He should apply as soon as possible, especially if he wishes residential accommodations.

Readmission after Withdrawal. A student who withdraws from the College during the semester or at the end of a semester is not automatically readmitted, but must make application through the Director of Admissions. If he has attended another institution, the work there, as well as that at Mary Washington, will be taken into consideration by the Committee on Admissions.

Readmission while on Probation. A student on probation will normally be readmitted to the following session, but if he does not return to that session and does not arrange for a leave of absence, he must make application for readmittance. If the student has attended another institution, the work there, as well as that at Mary Washington, will be taken into consideration by the Committee on Admissions.

Readmission after Suspension. A student suspended from the College for other than academic reasons should apply for readmission to the Director of Admissions.

A student suspended for academic reasons will not be considered for readmission until he has been away from the College for at least two semesters (the full summer session counting as a semester). When he applies for readmission, the Director of Admissions will consult with the Dean. The student also may be asked to meet with the Dean to discuss possibilities of academic success if readmitted.

The College has an inclusive fee schedule, with only a few charges ($7.00 for use of academic regalia in the senior year, a $10.00 contingent fee) beyond the stated fees below.

Questions related to fees and payment procedures should be directed to the Office of the Comptroller (Room 111, George Washington Hall). Questions relating to financial assistance and general college expenses should be directed to the Director of Financial Aid (Room 215, George Washington Hall).

SEMESTER FEES AND EXPENSES

The fee schedule below was in effect for the regular session, 1973-74. The summer session fee schedule is announced in the summer session bulletin.

Full-time Students Living in Residence Halls

Any student carrying twelve credits or more a semester is a full-time student.

Virginia Students	Total For Year	Per Semester
Tuition	None	None
General College Fees	$760	$380
Student Activity Fee	32	16
Residential Fee	498	249
Board	510	255
Total - Virginia Students	$1,800	$900

Non-Virginia Students	Total For Year	Per Semester
Tuition	$755	$377.50
General College Fees	760	380.00
Student Activity Fee	32	16.00
Residential Fee	498	249.00
Board	510	255.00
Total - Non-Virginia Students	$2,555	$1,277.50

The residential fee includes the services of the laundry and the infirmary.

The board charge includes three meals a day, seven days a week throughout the academic session. All residential students are required to participate in the board plan; no partial plans are available.

Full-time Nonresidential Students

Any student carrying twelve credits or more a semester is a full-time student.

Virginia Students	Total For Year	Per Semester
Tuition	None	None
General College Fees	$760	$380
Student Activity Fee	32	16
Total	$792	$396

Non-Virginia Students	Total For Year	Per Semester
Tuition	$755	$377.50
General College Fees	760	380.00
Student Activity Fee	32	16.00
Total	$1,547	$773.50

Contingent fee. All full-time students pay a $10.00 contingent fee, in addition to the fees outlined above. It is added to the bill for the first semester the student is on campus.

and is due with the first payment. Students will be held responsible for the care and preservation of College property and, as far as possible, all damage to buildings and equipment will be repaired at the expense of students causing such damage. The fee is also used to cover any existing balance in the student's account at the end of the year.

At the end of the year, any unused part of the contingent fee will be returned to the student.

Part-time Students

Virginia Students, semester credits

Minimum charge, one to three hours credit $90
Each additional hour . . . . . $25 each credit hour

Non-Virginia Students, semester credits

Minimum charge, one to three hours credit $90
Tuition (one to three hours) $90
Each additional hour . . . . . $55 each credit hour

In addition to the fees above, students enrolling only for courses with individual instruction in music or art will be charged an additional $50.00 for each course.

No student will be admitted on a part-time basis who registers for more than eleven semester hours of credit.

Students participating in the off-campus teaching training program are part-time students, and charges are made on the number of credits for which the student is enrolled at Mary Washington (at least six hours for student teaching).

Further, part-time students are not eligible for laundry, infirmary, or dining hall services or admission to those events covered by the Student Activity Fee. A part-time student may, however, request special permission to participate in these services by contacting the Office of the Comptroller. Use of the services will depend on their availability at the time of request. Fees will be billed by the semester, with part-time students paying the same as the full-time student.

Application fee. An application fee of $10.00 must accompany every application for admission, both from new students and from upperclassmen applying for readmission.

No action will be taken by the Committee on Admissions until this fee has been received. This fee is entirely separate from other fees; it is not refundable and cannot be deducted from other charges, but is applied to the cost of processing the application for admission.

TERMS OF PAYMENT

All fees, room rent, and board are payable in advance by the semester.

Room, tuition deposits. After notification of acceptance by the Director of Admissions as a new student or of readmission (enrolled students apply for readmission each year) a room deposit of $100.00 is required of residential students, and a $50.00 tuition deposit of nonresidential students. No student will be assigned a residence hall room until the payment of $100.00 has been received. These deposits are not refundable after May 1 and are applied to the fees for the session immediately following.

Exceptions to this policy will be made only in the most unusual circumstances, according to the merits of the case as determined by the Comptroller and the Director of Admissions.

Statements and due date. Statements for all full-time students are mailed approximately two to three weeks before the beginning of the semesters, with all payments due prior to the first day of classes. Known scholarships and loans are credited at one-half the annual award per semester and will be shown on the semester statement.

Part-time students who register near the beginning of the semester are billed as soon as the exact course load is known.

Any variations from the terms of payment must be approved in writing by the Comptroller prior to the due dates. If student accounts are not paid in full by the required date and no arrangements have been made for payment, the account may be subject to a $10.00 late payment penalty.

Any student whose full account, including charges such as library fines, parking tickets, dining hall guests, and infirmary charges, is not settled at the end of the semester will not be able to receive grades or transcripts or be eligible to return to

the College until the account has been paid, or satisfactory arrangements are made to settle the obligation. In extreme situations, the College reserves the right to restrict the student from attending classes, living in residences, or participating in any activity of the College until the account is paid or satisfactory arrangements are made.

Refund of fees. Students who withdraw from the College during the semester should notify the Office of the Dean of Students and complete the withdrawal form. A copy of the form will be sent to the Office of the Comptroller and will serve as the basis for withdrawal charges and credits.

Students forced to withdraw for reasons beyond their control should speak to the appropriate college official (the Counseling Office, the Dean of Students) who may advise discussing adjustment of charges with the Comptroller.

The following charges are applicable for students withdrawing during the semester:

General College Fees and Tuition

Withdrawal from the first day of classes through the fifteenth day of the semester: general college fees, $75.00; tuition, $85.00.

Withdrawal after fifteen days to the middle of the semester: general college fees, one-half of the semester charge; tuition, one-half of the semester charge.

Withdrawal after the middle of the semester: no refund of either general college fees or tuition.

Residential Fee

There will be a $100 room charge for students who withdraw during the period from the first day the residence halls are open to the fifteenth day. After the first fifteen days, there is no refund of the residential fee.

Board

A residential student withdrawing during the semester will be charged $2.20 a day board for each day in residence.

CLASSIFICATION AS A VIRGINIA STUDENT

Title 23, Sec. 7 of the Code of Virginia states: "No person shall be entitled to the admission privileges, or the reduced tuition charges, or any other privileges accorded only to domiciliaries, residents or citizens of Virginia, in the State institutions of higher learning unless such person is and has been domiciled in Virginia for a period of at least one year prior to the commencement of the term, semester or quarter for which any such privilege or reduced tuition charge is sought, provided that the governing boards of such institutions may set up additional requirements for admitting students."

"A person who enrolls in any such institution while not domiciled in Virginia does not become entitled to admission privileges, or reduced tuition charges or any other privileges accorded only to domiciliaries, residents or citizens of Virginia by mere presence or residence in Virginia. In order to become so entitled, any such person must establish that, one year before the date of his alleged entitlement, he was at least eighteen years of age or, if under the age of eighteen, he was an emancipated minor, and he abandoned his old domicile and was present in Virginia with the unqualified intention of remaining permanently in Virginia after leaving such institution. The burden of establishing these matters by convincing evidence is on the person alleging them."

"Notwithstanding marriage to a person who is not domiciled in Virginia, a person who is classified or classifiable at the date of his or her marriage is eligible to receive the privileges until he or she abandons his or her Virginia domicile other than through any presumption of law attaching to the ceremony of marriage."

Classification as a Virginia student, as defined by The Rector and Board of Visitors of Mary Washington College is as follows:

"In order to be considered a Virginia student for any given semester, it is necessary that the applicant shall have been domiciled in the State of Virginia for at least one full year immediately preceding the beginning of that semester. Generally, a student will take the domicile of his father, and therefore,

the applicant's father must have been a bona fide domiciliary of the State of Virginia for at least one full year immediately preceding the semester in question and must have paid Virginia State Income Tax on his total earnings during this time. In the event that a student claims a domicile separate from the father's, the burden is upon the student to provide by convincing evidence that the residence is the same domiciliary residence as that of someone other than the father. In the event that a student claims a domicile separate from a parent or guardian, the burden of proof is upon the student to provide convincing evidence that he has been domiciled in the State of Virginia for the necessary period of time, and has taken some definite step to establish Virginia as his legal residence."

For tuition purposes, the married female takes the legal domicile of her husband unless she has shown evidence of establishing her legal domicile as different from that of her husband.

Questions on classification for tuition purposes should be addressed to the Comptroller. In the event a student requests a change from a classification of non-resident for tuition purposes to a resident, the request must be made in writing at which time a review will be conducted of the particular situation.

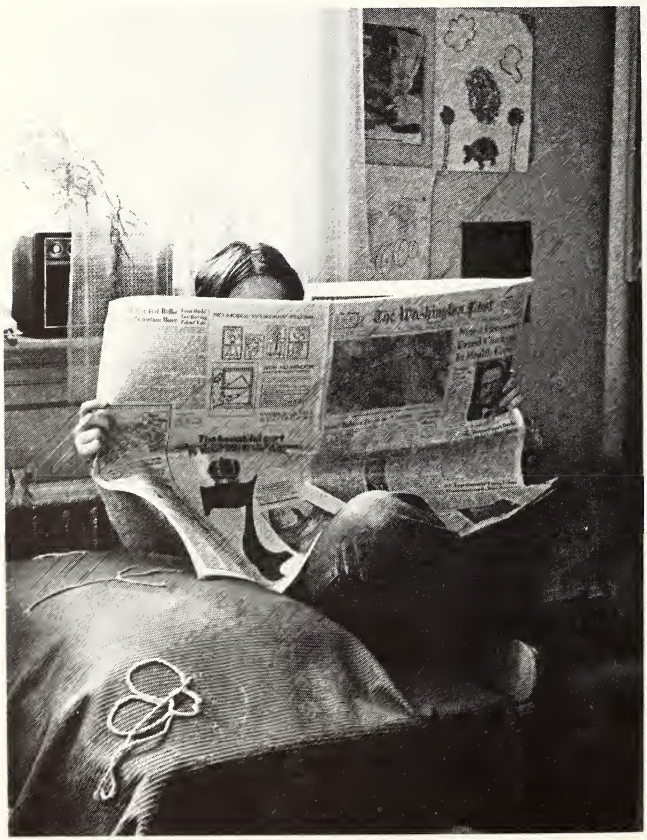
CAMPUS BANK

Through special arrangements, a branch of the Farmers and Merchants State Bank is located in Ann Carter Lee Hall. The bank was placed on campus to serve primarily the needs of members of the College community. Students are encouraged to use the services available, and if practical establish their checking accounts with the bank. The College discourages students from keeping large sums of cash in the residence halls.

STUDENT BUDGET

Individual expenses vary widely. In addition to personal expenses (clothes, entertainment, car expenses, for example), major items are travel to and from the College, and books.

As a rough guide, and only as a rough guide, residential students can expect to spend approximately $400 in personal expenses for the nine-month academic year; nonresidential students with commuting expenses can plan to spend approximately $550. Books, which are purchased at the College Bookstore and which cannot be charged, run approximately $200.00 for two full semesters.



FINANCIAL ASSISTANCE

More and more students today find that they do not have sufficient financial resources to meet their total College expenses. The program of financial aid at the College is designed to assist new and enrolled students to defray educational expenses through a combination of expense-reducing means – scholarships, grants, loans and student employment. Most aid programs offered by the College are based upon demonstrated financial need, others on academic merit and some on a combination of these two criteria. It is the policy of the College to meet the financial need of every qualified student as fully as possible within the limits of available resources, regardless of race, sex, color, religion or national origin. All mail inquiries regarding financial assistance should be addressed to the Office of the Director of Financial Aid, Box 1067, College Station, Fredericksburg, Virginia 22401. The office is located in Room 215, George Washington Hall.

APPLICATIONS FOR ASSISTANCE

All assistance awarded on the basis of demonstrated financial need (i.e., the difference between the College's budget for the academic year and the amount of funds a student and his family can reasonably make available from their income and assets) requires also the submission of a financial statement. This statement must be filed for each academic year that aid is sought. Mary Washington is a member of the College Scholarship Service and, as such, requires the completion of one of the following financial statements:

1) Parent's Confidential Statement (PCS): for all students who are financially dependent upon their parents or guardian and who wish to be considered for all forms of aid for which they qualify.

2) Student Financial Statement (SFS): for married and financially self-supporting students who have not lived with their parents the calendar year preceding the semester for which aid is requested.

3) Financial Aid Statement (FAS): a form that is similar to but shorter than the PCS and is used for students applying solely for federal interest benefits under the Guaranteed Student Loan Program.

An incoming freshman may obtain the PCS from the guidance office in his high school. Once the College has received the Parents' Confidential Statement from the College Scholarship Service (approximately four weeks), the student will be requested to complete and return to the Office of Financial Aid the College's Application for Assistance. Transfer and presently enrolled students should obtain a PCS and the College's Application for Assistance from the Office of Financial Aid. Any student needing a SFS or FAS should also contact the Office of Financial Aid.

All financial statements should be submitted to the College Scholarship Service whose address is indicated on the form. To receive full consideration for all financial aid, applications must be received not later than March 1 for the following academic year. Any requests received after April 1 will be considered only if additional funds are available. No action will be taken on an application until the student has been admitted or readmitted to the College by the Office of Admissions.

Applicants will be notified of the action on their applications by the Committee on Financial Aid as soon as possible after they have been offered admission to the College. Candidates for early decision, whose completed applications are received prior to November 1, will be notified of their awards by December 1. For the College to receive the Statements by November 1, applicants should file them with the College Scholarship Service not later than October 1.

TYPES OF ASSISTANCE

The student financial assistance programs at the College are organized into three categories: scholarships and grants, loans, and student employment. Each student is expected to assume his fair share of self-help through part-time and summer employment and by borrowing against future earnings.

Scholarships and Grants

All scholarship and grant recipients must maintain at least good standing or better as stipulated by the scholarship and make normal progress toward a degree.

Regional Scholarship Program

In its initial year, 1974-75, alumni committees will select twenty-five outstanding and promising first-year students as Regional Scholars, twenty of whom will come from Virginia's ten Congressional Districts and five from the out-of-state nominees. These are four-year scholarships ranging from $500 to $1,000 annually, depending upon the recipient's financial need. These honor scholarships are given to students with or without financial need on the basis and in recognition of superior academic preparation, potential for achievement, and who plan and desire to earn their degrees from Mary Washington College. To retain this scholarship a student must maintain a grade point average in his freshman year of 2.50 and 3.00 in subsequent years. A student must be nominated by his high school principal or guidance counselor and make application upon notification of the nomination. For 1975-76 an additional twenty-five scholars will be selected.

The Grellet C. Simpson International Scholarship (for study abroad)

This scholarship will be awarded for the first time by the Alumni Association in the spring of 1974 in honor of the President's retirement. This award carries with it a stipend of a maximum of $2,500 for up to a year's study abroad. Interested students who have attained 36 credit hours work at Mary Washington College should submit a proposed program of study and budget to the Dean of the College. The recipient of this scholarship will be chosen on the basis of his proposed program of study, his ability to profit from this experience and his academic record.

Lalla Gresham Ball Scholarships

These scholarships were established by Mrs. Jessie Ball duPont in memory of her mother. Applicants for these scholarships must be domiciliary residents of one of the following counties of Virginia: King George, Westmoreland, Northumberland, Richmond, Lancaster, Essex, and King and Queen. These scholarships may be renewed annually provided the recipient maintains good academic standing (a "C" or 2.0 overall average) and demonstrates financial need.

Biology Scholarships

Through a generous friend of the College, an ample fund for these scholarships has been established. Juniors and seniors majoring in biology or biochemistry who have earned at Mary Washington a "B" or 3.0 average in those courses taken in the major subject and in all courses completed at the College are eligible to apply. Awards will be made to qualified students upon recommendation of their department chairman and the Committee on Financial Aid, and approval by the President. These scholarships are also available to students planning graduate work in biology or biochemistry.

State of Virginia Scholarships

These partial scholarships are awarded to regular full-time students who are legal residents of Virginia on the basis of demonstrated financial need.

College Scholarship Assistance Program

This program was established by the Virginia Legislature in 1973 to assist Virginia residents in meeting college costs. In its initial year, funds were limited and eligibility was restricted to freshmen only. Application forms may be secured in the Office of Financial Aid, George Washington Hall. These applications should be submitted to the State Council of Higher Education, Richmond, Virginia.

Davison-Foreman Foundation Grants

Through the generous gift from the Davison-Foreman Foundation, the college is able to award a number of grants based upon need and academic potential with preference given to out-of-state students.

Annie Fleming Smith Scholarship Fund

This scholarship was established by Mrs. Elsie Ball Bowley in memory of Mrs. Annie Fleming Smith, whose efforts made possible the preservation of Kenmore, the home of George Washington's sister. The recipient will devote to the Kenmore Association as much time and service as the authorities of Mary Washington shall prescribe. In awarding this scholarship, primary consideration is given to students from the Virginia Northern Neck, consisting of King George, Westmoreland, Richmond, Lancaster, and Northumberland counties. Inquiries should be addressed to the Dean of the College.

Lt. General Albert J. Bowley Scholarship Fund

This scholarship was established by Mrs. Elsie Ball Bowley in memory of her husband, Lt. General Albert J. Bowley, a distinguished officer of the United States Army. The recipient will devote to the James Monroe Memorial Library as much of her time and services as the authorities of Mary Washington College shall prescribe. Consideration is first given to juniors and seniors who are daughters of service personnel, and then to students from free foreign countries (preferably Latin Americans), or to upperclassmen whose major interests and work lie in the fields of history or political science. Inquiries should be addressed to the Dean of the College.

Chi Beta Phi Scholarships

This national honorary scientific fraternity awards annual scholarships of approximately $200 each to outstanding students majoring in science or mathematics. Preference is given to members of Chi Beta Phi.

Carol E. Casto Memorial Scholarship Fund

Established by Mr. and Mrs. Harold J. Casto in memory of their daughter, this gift of at least half of the costs of the general college and student activities fees is awarded annually to a resident of Virginia. Although preference is given to applicants from Arlington County, students from other counties in Virginia may apply.

Martin Luther King Memorial Scholarship

These gifts from the academic and local community are awarded to Virginia residents in the freshman year with option of renewal for the sophomore year.

The Hatton Lathrop Clark Scholarship

Established through the generosity of Mrs. Hatton Lathrop Clark, this scholarship is awarded to a Virginia student who, in the judgment of the President, deserves such recognition, and has genuine financial need.

The Chandler Scholarship

Algernon B. Chandler, President of Mary Washington from 1919 to 1928, made a bequest of $1,000 to the College. The proceeds are used toward the education of a junior or senior selected on the basis of scholarship and need.

Carrol H. Quenzel Memorial Scholarship Fund

Established in memory of Dr. Carrol H. Quenzel, former Librarian and Professor of History at the College, annual scholarships will be awarded to deserving junior and senior students at Mary Washington. Preference will be given first to those who worked in the previous semester or who are working in the current semester in the Library, and then to students majoring in history.

Lynn Ruby Memorial Scholarship Fund

Established in memory of Lynn Ruby who graduated from Mary Washington College in 1968, this award will be given first to graduates of Woodbridge Senior High School, Woodbridge, Virginia, and then to residents of the State of Ohio.

FMC Corporation, American Viscose Division, Award

Through a gift from The FMC Corporation, American Viscose Division, the College is able to award a $500 scholarship to a promising junior or senior student.

O.P. Wright Memorial Scholarship Fund

Established in 1964 by a bequest from the estate of O. Pendleton Wright, architect of several buildings at Mary Washington, this award is made on the basis of academic achievement with consideration given to financial need.

Minnie Rob Phaup Memorial Scholarship

This scholarship established in memory of Minnie Rob Phaup, formerly of the Mary Washington College faculty, may be awarded to an outstanding junior or senior in psychology or for graduate study in psychology.

Albert R. Klein Memorial Scholarship Fund

Established in memory of Dr. Albert R. Klein, former Chairman of the Department of Dramatic Arts and Speech, partial scholarships will be awarded annually. Preference will be given to students pursuing a major or concentrated effort in drama or speech at the College.

The Michael Houston Memorial Fund

Established in 1973 in memory of Michael Houston, former Vice President of the College, these scholarships are to be awarded to students whose parents are among the classified personnel of the College.

The Thomas Howard and Elizabeth Merchant Tardy Endowment Fund

This fund was established in 1962 by Mrs. Ida Elizabeth Tardy. The income from the grant shall be used primarily to aid students descended from James R. Tardy and his wife, Mary M. Tardy, and from William H. Merchant and his wife, Belle Ashby Merchant.

Supplementary Educational Opportunity Grants

Established by the Higher Education Act of 1965 and subsequent amendments, these grants of $200 to $1,000 are awarded to students of exceptional financial need who would not, except for this grant, be able to attend the college. These awards must be matched in equal amounts by other aid provided through the college. Recipients of these grants must be capable of maintaining good academic standing.

Basic Education Opportunity Grants

This federal program was established to provide students with financial need an opportunity to attend a post-secondary educational institution of their choice. Eligibility is limited, in general, to families whose income is $11,000 or less, varying somewhat with the number of dependents and number of students in college.

Until this program can be fully funded, it is limited to students who entered or will enter college after July 1, 1973. A separate application is required for this assistance and may be obtained through secondary schools and in the Office of the Director of Financial Aid.

Grants for Furthering Undergraduate Research

Funds from a private source are made available annually to support five or more student independent study projects with an allowance of up to $500 for each project. The student's project must be sponsored by a faculty member, with the approval of the department chairman. Proposals are submitted to the Dean's Committee on Special Degree Programs. For further information contact the Assistant Dean for Instruction, Box 1158, College Station, Fredericksburg, Virginia 22401. The office is located in Room 201, George Washington Hall.

Director of Financial Aid Discretionary Fund

Established in 1971 by the Cap and Gown Chapter of Mortar Board, this fund is used to assist currently enrolled students in need of a cash sum. For information, contact the Office of the Director of Financial Aid.

LOANS

The National Direct Student Loan Program

Funds for this program are provided jointly by the Federal government and the College to assist students in need of financial aid to obtain a college education. To be eligible, a borrower must carry at least six credit hours per semester, need the amount awarded, and be capable of maintaining good academic standing. The amount of these loans, which are available to students who are citizens or permanent residents of the United States, is determined by the Committee on Financial Aid upon review of the Confidential Statement.

No interest on the loan will accrue prior to the beginning of the repayment period, which begins nine months from the date the borrower ceases to carry at least six credit hours per semester. Interest thereafter is paid at the rate of three percent per annum.

State Scholarship-Loans for Teachers

These $450.00 annual awards are in the nature of loans bearing interest at the rate of six percent per annum. Interest begins to accrue from the date of each note. Summer term pro-rated scholarships are also available, but the maximum any student may receive during four years of college is $1,800.00. Applicants must be legal residents of Virginia.

Recipients who have graduated with a Collegiate Professional Certificate may cancel a note or notes in the principal amount of $450.00 plus accrued interest by teaching in the public schools of Virginia for one full academic year immediately following graduation from college. Those who hold notes for greater than $450.00 must teach in consecutive years in the public schools of Virginia immediately following graduation. If the recipient neither receives a deferment nor begins full-time teaching in a Virginia public elementary or secondary school after graduation, the oldest note with interest becomes immediately due and payable. To be eligible for cancellation of any note for one full year of teaching, the recipient must have graduated from college and earned the Collegiate Professional Certificate.

Although freshmen and sophomores are eligible for this aid, priority is given to senior and junior applicants with a minimum "C" or 2.0 overall average. They must be enrolled for at least twelve semester hours and in a curriculum which includes student teaching. Receipt of a loan in no way obligates the State to provide employment or guarantees that employment will be available upon graduation.

Applications may be obtained from the Office of the Director of Financial Aid, Box 1067 College Station, Fredericksburg, Virginia 22401. The office is located in Room 215, George Washington Hall.

The Guaranteed Student Loan Program

The Guaranteed Student Loan Program was established to provide eligible students with an opportunity to borrow funds to meet college expenses at an interest rate lower than that for most conventional commercial bank loans, i.e., seven percent per annum. Commercial banks, savings and loan associations, credit unions and other similar lending institutions participate in this program. In most cases, the maximum amount a lending institution will allow a student to borrow is $1,500 per academic year. To be eligible to apply for a loan a student must be a United States national, be enrolled in or plan to enroll in six or more credit hours of work, and be in good academic standing.

Application for these loans is made directly with the lending institution which ultimately makes the decision as to whether or not the loan will be made and the amount of the loan.

Students who desire to apply for federal interest benefits on the Guaranteed Student Loan should submit a Financial Aid Statement (FAS) to the College Scholarship Service at the time the loan application is made. These forms may be obtained in the Office of Financial Aid. On a loan that is eligible for interest benefits, the Federal government, on behalf of the student, pays all the interest to the lending institution while the student is enrolled. The student pays the interest during the repayment period. To be eligible for these benefits, a family must demonstrate financial need for the loan to provide for educational costs of the student.

STUDENT EMPLOYMENT

The College offers many opportunities for part-time employment for qualified students with a "C" average or better. Most positions, which include those in the Library, residence halls, laboratories, dining hall and faculty offices, pay approximately $500.00 to $600.00 for the nine-month session. Inquiries should be directed to the Office of Student Employment, Box 1341, College Station, Fredericksburg, Virginia 22401. The office is located in Room 102, George Washington Hall.

College Work-Study Program

Employment is available through this program to qualified full-time students and those carrying at least six credit hours per semester, who have demonstrated financial need. Students will generally work from ten to fifteen hours per week in both the regular term on-campus and off-campus programs. Opportunities are also available for full-time summer employment in non-profit organizations throughout the state. Earnings from this program are to be used in meeting college expenses. Address inquiries to the Office of Student Employment, Box 1341, College Station, Fredericksburg, Virginia 22401. The office is located in Room 102, George Washington Hall.

PROGRAM OF STUDIES

As a liberal arts college, Mary Washington concentrates on the central disciplines – those areas of study considered equally valuable as preparation for careers, for graduate study, for professional schools, for citizenship, and for individual development.

The controlling idea behind the academic program at Mary Washington College is flexibility. The degree requirements are not in terms of specific courses, but in terms of accomplishing certain purposes. The student must show competence in English composition and foreign language, and must investigate the four large divisions of the liberal arts curriculum: literature, humanities, social sciences, and natural science and mathematics. Then, he must concentrate on approximately eight to twelve courses in one subject or area – that is the "major."

Basic requirements and the major account for only a little more than half of the student's four-year course of study. The College encourages the student to use all of its resources to supplement this and to develop a rich and individual overall program. One student majoring in chemistry who aims for employment in industry will form a very different program, probably strong in economics and other social studies, from the student next to him, also majoring in chemistry, but planning for admission to medical school. One student majoring in psychology arranges to fulfill all requirements for the Collegiate Professional Certificate for teaching in elementary school, including supervised teaching; another student will combine a psychology major with many courses in studio art because art has been a strong individual concern.

Students with particular interests or abilities should investigate the possibilities of the alternate degree program and of the special major program.

Other regulations of the College also encourage flexibility. Students may take at least one Pass/Fail course each semester so that they may explore new subject fields they might otherwise be reluctant to enter. Students with exceptional background should consider credit by examination. Nearly all departments offer independent study and opportunities for honors work.

CLASSES

The teacher-student relationship is an amicable, informal one, and students are expected to make – and do make – a significant contribution to the learning process. Class sizes vary with the subject, but can generally be described as comfortable and efficient. With a student-faculty ratio of approximately fifteen to one, classes will normally have from five to twenty-five students in them. Faculty members are given a great deal of freedom in the classroom, so that teaching methods vary from the seminar, discussion approach to the more formal lecture technique, depending upon what a particular instructor feels is the most effective method for presenting the material.

Course work at Mary Washington is most often described as competitive, and while there are no longer any specific rules governing classroom attendance, absenteeism is minimal. (See page 193.)

THE DEGREE PROGRAM

Mary Washington College offers the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Medical Technology. The choice of the major program determines the degree. (See page 186.)

All degrees require credit for 122 semester hours, distributed in five categories: basic requirements, diversification, the major program, electives, and physical education. No course

can be scored in more than one category. In addition, all students must demonstrate competence in English composition and in foreign language.

I. **Basic Requirements.** Two one-semester courses or one one-year course, for a total of at least six credits, is required in each of the following areas:
   a. **Literature** – literature courses in classics, English, and modern foreign languages;
   b. **Humanities** – appropriate courses in art, classics, dance, dramatic arts, music, philosophy, religion, and speech;
   c. **Social Science** – appropriate courses in economics, geography, history, linguistics, political science, psychology, and sociology;
   d. **Natural Science and Mathematics** – appropriate courses in astronomy, biology, chemistry, geology, mathematics, physics, and statistics.

   Courses that can be applied toward the basic requirements are identified in the course listings. In every case, the content of the course, not the department in which it is taught, determines whether or not it can be used to fulfill a basic requirement.

II. **Diversification.** At least one-third (forty credits) of the courses required for graduation must be taken in a subject or subjects other than the major subject. These are in addition to courses taken for basic requirements.

   Students in interdepartmental major programs can use any course for diversification. All degree programs, however, can have no more than forty-five percent (fifty-five credits) of the total degree program in the same subject unless they have been approved as Greater Concentration Programs (see below).

III. **Major program.** Up to one-third (a maximum of forty credits) of the degree program may be required in the major program.

IV. **Electives.** Additional courses must be taken to complete a total of 120 semester hours credit exclusive of the required one year (two credits) in physical education.

V. **Physical Education.** Each student must take one year of physical education. Up to three additional years of physical education can be credited to the degree, but only one course and one credit a semester. These additional credits are generally scored as diversification or electives.

VI. **Demonstration of Competence**

a. **English Composition.** Each student must demonstrate competence in English composition, normally by completing successfully a writing workshop (English 101). However, some students establish competence on other bases.

b. **Foreign Language.** Each student must demonstrate competence equivalent to the completion of the intermediate-level college course in foreign language. Students who do not have four units of one language in secondary school will be required to complete the intermediate course, unless excused by the department.

Students should check the "Academic Procedures" section for interpretation and more information on the degree program.

Alternate Degree Program Allowing for Greater Concentration

Students with exceptional backgrounds and particular needs can apply for permission to follow a degree program with greater concentration than the normal degree program. In an approved Alternate Degree Program,

1. Up to one-half of the total program may be taken in a major subject;

2. Up to three-quarters of the total program may be taken in a single area (areas are those defined under basic requirements: literature, humanities, social sciences, and mathematics and natural sciences);

3. At least one-quarter of the total program must be taken in an area other than that including the major subject.

Students interested in following an Alternate Degree Program must apply for approval to the Committee on Special

Degree Programs, at any time through the junior year. The Committee will consult with the appropriate departments concerning the student's preparation if the basic requirements have not been completed at the time of application.

The Major Program

The College offers more than thirty established major programs, and the option of developing an individual concentration under the Special Major program. The list of established programs follows. Unless indicated otherwise, the major program is described under the department in "Course Listings."

American Studies*
Art
  Studio Art
  History of Art
Biology
Chemistry
Classical Civilization*
Dance
Dramatic Arts
Economics
English
French
Geography
Geology
German
History
Latin
Latin American Studies*
Mathematics
Medical Technology**
Music
Philosophy
Physics
Political Economy
Political Science
Pre-Foreign Service*
Psychology
Religion
Russian Studies*
Sociology
Spanish
Special Major Program*
Speech Pathology and Audiology**

* This major program is described under Interdepartmental Majors.

**This major program is described under Cooperative Programs.

Planning the Four-Year Program

The degree requirements of the College have been established in support of a liberal arts education, not to direct students into set patterns. Within the framework of the degree program, following his own interests and meeting his own requirements, each student will develop an individual program, following his own interests and meeting his own needs.

Two such programs are outlined below. These two are in terms of career objectives, but they could equally well be developed in terms of abilities and interests not directly related to careers.

Pre-Medical Program—Professor Bernard Mahoney, Program Adviser

A student planning to apply to a school of medicine or dentistry should investigate entrance requirements of those schools carefully. He follows the regular degree program, majoring in any field, but in addition selecting courses that are necessary to be considered for medical school and to prepare him for the required entrance examinations. Generally, he uses French, German, or Russian for the foreign language requirement, although Latin is usually accepted. The student consults with the program adviser on individual selections.

Typically, the student completes these courses in his first two years:

Biology 121, 122, Biological Concepts
Chemistry 111, 112, General Chemistry
Mathematics 111, Mathematical Analysis, and 121, Calculus
Physics 151, 152, General Physics
Biology 221, Chordate Anatomy
Chemistry 211, 212, Organic Chemistry, or Chemistry 252, Quantitative Analysis

Also, he completes competence and basic requirements, and begins the major program. In the last two years, he prepares for medical school by completing the major program and selecting additional courses, most commonly chordate embryology, genetics, physical chemistry, and psychology.

Program in Human Learning—Associate Professor Paul Slayton and Assistant Professor Joseph Holmes, Program Advisers.

A student who wishes more extensive preparation for education-oriented careers than is afforded by the teacher certification program (see Education) can plan an interdepartmental program in human learning. Most often, the student elects either a psychology or sociology major, and fulfills most or all of the requirements for elementary certification. In addition, he includes the following courses in the program (often they will serve as basic or major requirements):

Biology 121, Biological Concepts and Biology 342, Human Genetics; or Psychology 392, Behavior Genetics.

Drama 443, Children's Theater and/or Education 205, Children's Literature

Psychology 331, Developmental Psychology: The Infant and Child and 332, Developmental Psychology: The Adolescent and Adult

Psychology 401, Psychological Tests and Measurements or Psychology 362, Psychology of Exceptional Children

Linguistics 201, Anthropological Linguistics and/or Linguistics 204, Socio-linguistics

Sociology 402, Sociology of Human Development

Sociology 303, Culture, Social Structure and Personality, and/or Sociology 341, American Society.

A program such as this will provide the necessary background for graduate work in professional specializations such as special education, educational psychology, school administration, instructional supervision, or guidance counseling. For specific decisions about the program, the student should consult the program advisers.

COURSE OFFERINGS

This section describes the course offerings of the College and departmental major programs and Honors programs. Information on interdepartmental major programs begins on page 175; on the two cooperative major programs, medical technology and speech pathology on page 178; and on planned-transfer programs, on page 182.

The full offerings of the departments are not completely represented in the course descriptions. Students should explore the possibilities of "readings," special topics, and seminar courses, in which the topic or emphasis shifts from semester to semester. The Schedule of Classes, issued a few weeks before the beginning of each semester, gives more information, but the academic advisers and the departments themselves are the final sources. Also, most departments offer independent study for students with particular qualifications and interests.

Course Levels and Prerequisites. Course offerings are divided into lower level (100/200) and upper level (300/400). Courses numbered 100 through 199 are usually regarded as elementary or introductory courses in a particular subject field. Courses numbered 200 through 299 usually assume some prior study in the subject, either in high school or college. Courses numbered 300 through 499 are advanced courses, and usually assume previous course work or special competence in the field. Courses numbered 500 are Honors courses.

Before enrolling in a course, a student should check necessary prerequisites. Some departments have a beginning course that is prerequisite to all other courses in the department, for instance, Chemistry 111, 112. This is stated at the beginning of the course listings. With other departments, the student can begin with any of the lower level courses; for instance, a student may begin with any of the 100-200 level Religion courses.

If a course has a prerequisite, in addition to any general prerequisites for the department, it is listed in the course description. If a two-semester course is identified as "only in sequence," the first semester is prerequisite to the second.

In all cases, the prerequisite requirement identifies prior content necessary to a particular course. If a student has background in a field from some other source than course work, and judges that he can do the work in the advanced course without the prerequisite, he should talk to the chairman of the department involved.

Continuous courses. Continuous courses, where two semesters are listed together (French 101-102; Chemistry 111, 112; History 357, 358 are examples) are of three kinds.

A course linked with a hyphen (French 101-102) is a year course in which no credit toward graduation will be given for one semester until the second semester is successfully completed.

If a continuous course is not hyphenated but is marked "only in sequence," the material in the second semester depends upon knowledge of the material in the first. The course must be taken in sequence, but if a student decides not to enroll for the second semester, he receives full credit for the first.

If the continuous course has neither a hyphen nor indication that it must be taken in sequence, the material in the second semester is not dependent upon the material in the first. A student can take either or both semesters, in order or not.

Basic Requirements. Most of the courses in the College can be applied to the basic requirements. Courses that can be so applied are identified by a letter in parentheses after the course number and title: (L) Literature, (H) Humanities, (S) Social Science, (N/M) Natural Science and Mathematics. Courses that are not so identified can always be used for diversification, and often they are appropriate or even necessary for a particular major program.

Class meetings and credits. Each course description lists the number of credits the course carries. If the number of meeting hours is not indicated for a three-credit course, it meets for three hours a week. In all other cases, the credit hours and the hours a week are given.

AMERICAN STUDIES/ *Associate Professor* Glen R. Thomas, Adviser

A complete description of the American Studies major program is given under "Interdepartmental Majors," on page 175. In summary, the major consists of the four core courses below and a minimum of twenty-four credits in related 300-400 level courses, chosen in consultation with the adviser.

The four core courses (301, 302, 401, 402) are to be taken in the junior and senior years, one each semester. They are open to students by permission of the instructor.

American Studies Seminar 301—*Issues in Contemporary American Culture.* (S)

This seminar is subject to some shift in emphasis from year to year. Generally, however, the course content will center around minority groups (Indians, mountaineers, Mexican-American, migrant workers and sharecroppers), the youth culture, and selected current issues in American social philosophy. Readings will emphasize Marcuse, Roszak, Goodman and Reich. Three credits.

American Studies Seminar 302—*The Fine Arts in America.* (H)

This seminar in its three parts includes a consideration of music from McDowell to the present, with emphasis upon Ives, Griffes, Copland, Sessions and Carter; an historical introduction to modern dance; and a study of selected dramatists of the 20th century, with emphasis upon the contemporary stage. Consideration is given both to aesthetics and to the social and historical context of American fine arts. Three credits.

American Studies Seminar 401—*Mass Media and American Culture.* (S)

An examination of the functions and control of mass media (particularly the broadcast media) and their general role in reflecting and shaping American social values. The media are studied against a background of social thought, including Marcuse, Skinner, and McLuhan. Three credits.

American Studies Seminar 402—*The Impact of Darwin and Freud on American Thought.* (S)

A study of the impact of evolution and psychoanalytic theory upon American thought, with special attention to literature, religion, sociology, and psychology. Three credits.

American Studies 490, 491—*Independent Study.* (S)

Directed individual research on problems in American studies, as approved by the adviser. Three or six credits.

ART/ *Professor* Pauline G. King, Chairman; *Professor* Muick; *Visiting Lecturer* Komodore; *Associate Professors* Hara, Oliver; *Assistant Professors* Imai, Meyer, Lamph, North.

Two major programs are offered leading to the B.A. Degree: one in the history of art, the other in studio art.

Art 114, 115 must be taken in sequence. For all advanced courses in Western Art through the Gothic, Art 114 is prerequisite; beyond the Gothic, Art 114, 115. Art 217, Oriental Art, and Art 335, The Art of Primitive Peoples, have no prerequisite.

History of Art

For a major program, the student is required to take thirty credits of art history courses above the 100 level. In order to be considered a prospective major, the candidate must have completed at least six semester hours in introductory art history courses. The distribution of courses in the major must include at least three semester hours credit in each of the following areas: Ancient, Medieval, Renaissance, Baroque-Rococo, and Modern (including American) Art; at least three semester hours credit are to be taken in a research-oriented course, such as Art 470; 483-484; or 491, 492.

Students planning to do graduate work in art history are advised to take a second foreign language. A reading knowledge of both French and German is required for most graduate work in art history.

In order to assure a well-rounded, liberal arts program, it is recommended that while the student is reviewing courses in consultation with an adviser, he consider the following suggestions:

Foreign language (French or German)

History courses paralleling art history period courses

Studio art courses

Selections from the following, listed alphabetically: anthropology, archaeology, dramatic arts (211, 212; 361, 362), upper level courses in the literature of any language, music (history and literature), mythology, philosophy, and religion.

Studio Art

For a major program, the student is required to take twenty-four credits in studio art more advanced than Art 101 and

102, and twelve credits in art history. Of the studio art credits, nine to twelve hours are to be selected from courses numbered on the 200 level, and at least twelve credits are to be selected from courses on the 300-400 level.

Students expecting to teach art should see their adviser toward the end of the sophomore year, to be sure that state certification requirements are met. In addition, Education 342 is required in the junior or senior year for the prospective art teacher; it must be taken before the student does student teaching.

French, German, and Italian are the languages most useful for the studio art major, insofar as European travel or the ability to read the historical literature of the field is concerned.

Art 114, 115 must be taken in sequence. It may be used to satisfy six of the twelve hours of art history required. For all advanced courses in Western Art through the Gothic, Art 114 is prerequisite; beyond the Gothic, Art 114, 115. Art 217, Oriental Art, and Art 335, The Art of Primitive Peoples, have no prerequisite.

Art 101 is prerequisite for all two-dimensional, studio art courses; Art 102, for all three-dimensional courses except Art 251, 252, Pottery and Hand-Building. Studio art majors are required to take both 101 and 102. By presenting examples of his work in portfolio, a student may prove he has had the equivalent. Slides may be submitted in lieu of pieces of pottery or sculpture. Portfolios should be presented on, or before, registration for the student's entering semester.

History of Art Courses

Art 114, 115—*Introduction to the History of Art.* (H)
A selective survey of Western art, treated from a critical, aesthetic, and historical standpoint. Concentration on architecture, painting, and sculpture. Art 114 ends about 1400 and is prerequisite for Art 115, carrying the survey to the present. Three credits each semester. Only in sequence.

Art 217—*Oriental Art.* (H)
A survey course of the arts of India, China and Japan. The major line of development will go through Buddhist art; however, the course will also include the pre-historic cultures of the Indus Valley and Pre-Buddhist art. Three credits.

Art 310—*Art and Archaeology of the Ancient Near East.* (H)
Egypt, the Near East, and the Aegean world with emphasis on cultural exchange during the Bronze Age. Three credits.

Art 312—*Carolingian and Romanesque Art.* (H)
Sources and formulation of Western European art from the time of Charlemagne through the subsequent development of Romanesque art and architecture to 1150. Three credits.

Art 313—*Gothic Art and Architecture.* (H)
Emphasis on the emergence of the Gothic style in mid-twelfth century Europe, stressing its structural and aesthetic development in architecture, painting, and sculpture, primarily in France and Italy to 1400. Three credits.

Art 315—*Seventeenth Century Art.* (H)
Emphasis on the Carracci and Caravaggio; Bernini and Borromini; Rubens, Rembrandt, and the Dutch landscapists, Poussin and Claude; palace and garden design; Velasquez; the Baroque ceiling. Concurrent emphasis on the Baroque as it evolves from Mannerism, and changes in subject matter and technique. Three credits.

Art 316—*Eighteenth Century Art.* (H)
Emphasis on the arts of France; concentration on the Rococo and its influences on Continental and British art, and its evolution into the Neo-Classic style. Three credits.

Art 317—*Northern Art.* (H)
Painting and graphics of the Lowlands, France and Germany from the late medieval period through the early sixteenth century. Three credits.

Art 318—*Italian Renaissance Painting.* (H)
Painting of the Italian Renaissance and its origins in the social and intellectual climate. Three credits.

Art 319—*Italian Renaissance Architecture and Sculpture.* (H)
A treatment of the historic, aesthetic, and theoretical bases for these arts, in the fifteenth and sixteenth centuries. Landscape design and city planning as settings will be dealt with where relevant. Three credits.

Art 391—*Georgian Art.* (H)
A study of British art and aesthetics, largely of the eighteenth century, stressing not only portraiture and Palladianism, but the rise of Exoticism and nostalgia which show Britain to be the cradle of Romanticism. Three credits.

Art 411—*Greek Art of the Archaic and Classical Periods.* (H)
Hellenic art from the Early Iron Age, through the Geometric, Orientalizing, Archaic, and Classical periods, and through the mid-fourth century B.C. Three credits.

Art 412—*Hellenistic and Roman Art.* (H)
Greek art from the time of Lysippus and Alexander; the division of the Empire into Hellenistic kingdoms and the emergence of various artistic centers in the ancient world. Roman art to the end of the Imperial period and the development of the native Italic tradition as affected by assimilations of Greek influence. Three credits.

Art 451—*Nineteenth Century Art.* (H)
Emphasis on French painting and sculpture with some aspects of these arts in other European countries included. The course covers the movements of Classicism, Romanticism, Realism, Impressionism and Post-Impressionism. Three credits.

Art 452—*Twentieth Century Art.* (H)
A survey of the painting and sculpture of Europe and the United States. Three credits.

Art 453—*Modern Architecture.* (H)
A study of the outstanding changes in form, style, and technology, with reference to their historical sources and to the individuals who have made lasting contributions. Three credits.

Art 455—*American Art.* (H)
Survey of American painting and sculpture with emphasis on the nineteenth and twentieth centuries. Three credits.

Art 470—*Special Studies in Art History.* (H)
Open to all art history majors and otherwise qualified students of junior and senior status who desire a special course in an area of art history previously selected by the department after consultation with the students. The emphasis will be on specific problems or limited periods in art history. Three credits.

Art 483-484—*Connoisseurship, Research and Gallery Course.* (H)
Prerequisite: permission of the instructor. The course provides the opportunity for studying the theoretical and practical aspects of connoisseurship, research and exhibition of works of art, through lectures, field trips, the writing of exhibition catalogs and through direct involvement with the College exhibition program. While some professional training is involved, the goal of the course is to provide opportunity for research on actual art objects. Six credits for the two semesters.

Art 491, 492—*Independent Study.*
Individual study under the direction of a member of the art history staff. By permission of the department, on the basis of a presentation by the student of his problem, and a description of the method of approach, accompanied by an indication of the part to be played by the art history staff member. Three credits each semester.

Studio Art Courses

Art 101—*Two-dimensional Design.* (H)
Experiments in the inventive use of materials, tools, and elements of design (e.g. line, shape, texture, value, color) as related to a two-dimensional surface. The use of figurative and non-figurative imagery in basic non-verbal communication. Given each semester. Two double periods per week. Three credits.

Art 102—*Three-dimensional Design.* (H)
A development of three-dimensional structures, emphasizing the construction of visual order in space. Exercises and experiences will be provided, showing the relationships between two-dimensional and three-dimensional design, through the use of such elements of design as texture, plane relationships, line and color, unity and variety of masses. Both figurative and non-figurative subject-matter will be utilized. Two double periods per week. Three credits.

Art 211, 212—*Life Drawing.* (H)
A variety of approaches to the drawing of organic forms in figurative and non-figurative systems. Study of the human body from the live model in a progression from objective interpretation to subjective expression. Six hours per week. Three credits each semester.

Art 231, 232—*Beginning Sculpture.* (H)
Experience in principles of form and design. The study and construction of volume and mass through the use of plastic and carving media. Three double periods per week. Three credits each semester.

Art 241, 242—*Drawing and Composition.* (H)
Drawing from life. Abstract and figurative composition in various media. Three double periods per week. Three credits each semester. Only in sequence.

Art 251, 252—*Pottery and Hand-Building.* (H)
A concentrated study of the basic steps and forms of the pottery wheel; exploration of form and texture through various hand-building processes. Three double periods per week. Three credits each semester.

Art 321-322—*Printmaking.* (H)
Prerequisite: Art 101, 102 and one year of drawing or its equivalent. An introduction to concepts, materials and methods used in collagraphy; lithography; relief processes; and serigraphy. Six hours per week. Six credits for the two semesters.

Art 330—*Introduction to Photography.* (H)
A comprehensive orientation with laboratory techniques, the camera and equipment. Emphasis upon photography as a fine art, using experimental and creative means to solve the problems where possible. Subject matter selected from still-life, figure, and landscape categories. Three double periods per week. Three credits.

Art 341, 342—*Intermediate Sculpture.* (H)
Prerequisite: Art 231, 232 or its equivalent. Representational and non-representational projects in a variety of media. Three double periods per week. Three credits each semester.

Art 351, 352—*Painting.* (H)
Prerequisite: Art 241, 242 or its equivalent or examination. Still life and landscape painting. Three double periods per week. Three credits each semester.

Art 381, 382—*Pottery and Hand-Building.* (H)
Prerequisite: Art 251, 252 or its equivalent. A more advanced study of wheel thrown forms; further exploration of hand-building processes; ceramic sculpture, and glaze experiments and firing. Three double periods per week. Three credits each semester.

Art 401, 402—*Figure Painting.* (H)
Prerequisite: Art 351, 352 or its equivalent. Nude and costumed figure painting; portraiture. Three double periods per week. Three credits each semester.

Art 470—*Special Studies in Studio Art.* (H)
Open to all studio art majors and otherwise qualified students of junior or senior status who desire a special course in an area of studio art previously selected by the department after consultation with the students. Three credits.

Art 495, 496, 497, 498—*Independent Study in Studio Art.* (H)
Independent work under the supervision of a member of the studio art faculty. Three double periods per week. Three credits each semester.

See also **Education 342**—*Seminar in Art Education* (listed under the Education Department).

ASIAN STUDIES

Although the College does not currently offer the core courses for an Asian Studies major program, a student can concentrate in this area through careful selection of courses to complete a Pre-Foreign Service major program, or a Special Major.

ASTRONOMY/ *Associate Professor* Nikolic.

Astronomy 361, 362—*Elementary Astronomy.* (N/M)
An historical and descriptive survey of the physical universe. Three credits each semester.

BIOLOGY/ *Professor* Rose Mary Johnson, Chairman; *Professors* Hoye, T.L. Johnson, Parrish, W.C. Pinschmidt, Jr.; *Associate Professor* Friedman; *Assistant Professors* Fuller, M.W. Pinschmidt, Sydor; *Instructor* Bass*.

A major program in biology requires twenty-four hours of biology above the introductory (Biology 121, 122) level, and twelve hours in any one of the approved related fields of study. Upper level courses should include Biology 231, General Botany or Biology 321, Invertebrate Zoology; Biology 441, Genetics; Biology 442, Evolution; and one semester of Biology 450, Seminar.

It is possible for the biology major to select from three areas of emphasis among the advanced course offerings: environmental biology, human biology, and physiology. Related fields are chemistry, physics, mathematics, sociology, geology, geography, anthropology, or psychology. Calculus, general physics, and biochemistry are recommended for the student who desires graduate studies in biology. The major program should be arranged in consultation with a member of the biology faculty.

* On Leave of Absence, 1973-74

To earn Honors in Biology, a student meets the following criteria:

1. To be eligible a student must have a 3.25 grade point average in biology and a 3.0 overall average for five semesters. Such a qualified student, in order to become an applicant, must have the approval of the Department of Biology by the end of the first semester of his junior year.

2. Biology 481, Readings in the Biological Sciences, or its equivalent (taken in the second semester of the junior year) will be a prerequisite for Honors work.

3. The approved student must register for Biology 501, 502, Research. A grade of C or less will be given in this course if the Honors Committee decides that the work is not worthy of Honors.

4. The chairman of the department will select an Honors Committee composed of three staff members, one of whom will be the student's adviser for the Honors project. The adviser will guide the student in his study and determine the most suitable combination of laboratory work and reading for optimum progress toward the student's goal. This adviser will also direct the writing of a thesis and supervise the oral examination.

Biology 121 or 121, 122 are prerequisite to all biology courses on the 200 level and above. Prospective biology majors should take the full year, Biology 121, 122. Chemistry 111, 112 is prerequisite for Biology 271, 360, 361, and 382-383. Biology 441 and 442 are not open to non-majors.

Biology 121—*Biological Concepts I.* (N/M)
An introduction to biological principles as they apply to plants and animals. Three hours of lecture and one laboratory a week. Four credits.

Biology 122—*Biological Concepts II.* (N/M)
Prerequisite: Biology 121. A survey of the plant and animal kingdoms with emphasis on morphology and taxonomy. Three hours of lecture and one laboratory a week. Four credits.

Biology 202—*Heredity and Evolution.* (N/M)
Prerequisite: Biology 121. Principles of heredity and their application to evolutionary theory. Primarily designed for non-majors. Two lectures and one laboratory a week. Three credits.

Biology 221—*Chordate Anatomy.* (N/M)
Prerequisite: Biology 121, 122. A comparative study of the major systems of representative chordates. Two single and two double periods a week. Four credits.

Biology 222—*Chordate Embryology.* (N/M)
Prerequisite: Biology 121, 122. The development of representative chordates. Two single and two double periods a week. Four credits.

Biology 231—*Botany.* (N/M)
Prerequisite: Biology 121, 122. A survey of the plant kingdom with emphasis on morphogenetic description, life histories and evolutionary relationships. Two single and two double periods a week. Four credits.

Biology 251—*The Social Implications of Biology.* (D)
Prerequisite: Biology 121. A discussion of classic and contemporary biological research and the subsequent social implications. One single period a week. One credit.

Biology 252—*General Ecology.* (N/M)
Prerequisite: Biology 121. A study of the relationships of plants and animals to their environment and the cyclic phenomena necessary to maintain a balance in nature. Three credits.

Biology 271—*Microbiology.* (N/M)
Prerequisite: Biology 121, Chemistry 111, 112. A survey of micro-organisms with emphasis on bacteria, designed to introduce the student to the morphology, physiology, nutrition and ecology of micro-organisms. Three hours of lecture and two laboratories a week. Four credits.

Biology 311—*Plant Ecology.* (N/M)
Prerequisite: Biology 121, 122. A study of the basic ecological principles as applied to plants including major biomes, plant succession, completion and micro-macro-environments. Two single and two double periods a week. Four credits.

Biology 312—*Plant Physiology.* (N/M)
Prerequisite: Biology 121, 122. Experimental and theoretical treatment of the functional mechanisms in plants. Two single and two double periods a week. Four credits.

Biology 321—*Invertebrate Zoology.* (N/M)
Prerequisite: Biology 121, 122. A survey of the invertebrate phyla with emphasis on structural characteristics, life cycles, and evolutionary relationships. Two single and two double periods a week. Four credits.

Biology 322—*Animal Ecology.* (N/M)
Prerequisite: Biology 121, 122. The relationships between animals and their environment. Field trips and laboratory studies include observations of marine, fresh-water, and terrestrial animals in their natural habitats. Two single periods and six hours of laboratory or field work a week. Four credits.

Biology 331—*Histology and Tissue Culture.* (N/M)
Prerequisite: Biology 121, 122. The preparation and study of animal tissues. Two single and two double periods a week. Four credits.

Biology 342—*Human Genetics.* (N/M)
Prerequisite: Biology 121. Application to the human of the principles of heredity. Three hours of lecture and one two-hour laboratory a week. Four credits.

Biology 351—*Laboratory Techniques.* (N/M)
Prerequisite: Biology 121, 122. A course designed to introduce biology majors to instruments and equipment used in biological experimentation. The scientific method and experimental design will be discussed. One single and two double periods a week. Three credits.

Biology 352—*Marine Biology.* (N/M)
Prerequisite: Biology 121, 122 or equivalent. The study of marine ecology, phylogeny and behavior. Frequent field collections will in-

clude seining, dredging and trawling in the Chesapeake Bay and its tributaries. Several more extensive field trips will include collecting in the open ocean and visits to various marine research facilities on the bay. Individual student interests and research projects will be an integral part of the course. The last two weeks will be devoted to an independent research project chosen by the student. Summer session. Six credits.

Biology 360—*Cellular Physiology.* (N/M)
Prerequisite: Biology 121, 122 and Chemistry 111, 112. Principles of general and cellular physiology. Two single and two double periods a week. Four credits.

Biology 361—*Comparative Physiology.* (N/M)
Prerequisite: Biology 121, 122 and Chemistry 111, 122. A comparative study of physiological systems in animals. One three-hour laboratory and three single periods a week. Four credits.

Biology 372—*Parasitology.* (N/M)
Prerequisite: Biology 121. The structure, life cycles, and host relationships of invertebrate parasitic forms. Two single and two double periods a week. Four credits.

Biology 382-383—*Human Anatomy and Physiology.* (N/M)
Prerequisite: Biology 121 and Chemistry 111, 112. A course designed for students in the pre-nursing and pre-physical therapy planned-transfer program, and for students in medical technology. The structure and function of the human organism. Three single periods and one three-hour laboratory a week. Eight credits.

Biology 441—*Genetics.* (N/M)
Prerequisite: Biology 121, 122. Mendelian inheritance and modern concepts of gene structure and function. Three single and two double periods a week. Not open to non-majors. Five credits.

Biology 442—*Evolution.* (N/M)
Prerequisite: Biology 121, 122. The history and development of modern evolutionary thought. Not open to non-majors. Three credits.

Biology 450—*Seminar.* (N/M)
Prerequisite: Biology 121, 122. Selected readings, reports and group discussions on topics of historic and current biological interest. Open to majors each semester of the junior and senior year. One credit.

Biology 481—*Readings in the Biological Sciences.* (N/M)
Independent readings in current or classical biological literature in a field selected by the student. The student is guided by and responsible

to a member of the staff. Open to junior and senior majors with permission of the staff. Two credits.

Biology 491—*Special Problems in Biology.* (N/M)
A program of independent laboratory or field investigation for which the student has reviewed the literature and organized his approach in the prerequisite course (Biology 475). The student is guided by and responsible to a member of the staff. Open to junior and senior majors with permission of the staff. Three credits.

Biology 501, 502—*Research.* (N/M)
Four credits per semester. (See statement on Honors).

CHARACTER OF SCIENCE

See Science.

CHEMISTRY/ *Professor* Bernard L. Mahoney, Chairman; *Professors* Cover, Insley, Wishner; *Associate Professor* Crissman; *Assistant Professor* George; *Assistant Instructor* Sotzing.

A student who intends to major in chemistry should arrange a program in consultation with a member of the chemistry faculty. Chemistry 211, 212, 252, 393, 394, 395, 396, 423, 451, and 452 are required for a major program in chemistry. Mathematics 121 is recommended for the freshman year. Chemistry 252, Physics 151, 152, and Mathematics 221 should be taken before the junior year. Mathematics 231, 312 or courses in statistics and computer programming are also recommended. French, German, or Russian is recommended to fulfill the foreign language competency requirement.

In addition to the major program, the department offers opportunities for students interested in medicine to fulfill the requirements for the major program in chemistry as well as all the requirements for entrance to medical school. (See Pre-Medical Program.) The department also participates with the Departments of Biology and Geology in a special environmental program involving a comprehensive study of the Rappahannock River which may be pursued in independent study and honors courses.

Students interested in working for Honors in Chemistry should consult with their departmental adviser and with the

chairman of the department. An Honors program in Chemistry consists of an independent research project which culminates in the writing and defense of an Honors thesis.

Chemistry 111, 112 are prerequisite to all other courses in chemistry. They can be taken only in sequence.

Chemistry 111, 112—*General Chemistry.* (N/M)
A course designed to introduce the student to the fundamental principles of chemistry and the more important elements and their compounds. One three-hour and three single periods a week. Four credits each semester. Only in sequence.

Chemistry 211, 212—*Organic Chemistry.* (N/M)
A study of the chemistry of carbon compounds on the basis of structural theory. One three-hour and three single periods a week. Four credits each semester. Only in sequence.

Chemistry 251—*Qualitative Analysis and Chemical Equilibrium.* (N/M)
Prerequisite: Mathematics 111 or equivalent. An elaboration of chemical principles with particular emphasis on equilibria. The accompanying laboratory involves a systematic identification of inorganic compounds using semi-micro techniques. Three single and one three-hour period per week. First semester. Four credits.

Chemistry 252—*Quantitative Analysis.* (N/M)
Prerequisite: Mathematics 111 or equivalent. A study of the theory and techniques of volumetric, gravimetric, and introductory instrumental methods of analysis. Two single and two three-hour periods per week. Second semester. Four credits.

Chemistry 317, 318—*Biochemistry.* (N/M)
Prerequisite: Chemistry 212. The application of chemical principles to the study of living cells and organisms. The laboratory deals with selected research techniques. Three single periods and one three-hour period per week. Four credits each semester. Only in sequence.

Chemistry 333—*Advanced Analytical Chemistry.* (N/M)
Prerequisite: Chemistry 252. A study of advanced volumetric, gravimetric, and electrochemical methods of analysis. Two single and four-hour periods per week. First semester. Four credits.

Chemistry 343— *Inorganic Chemistry.* (N/M)
The study of modern theories of atomic structure and chemical bonding and their application to molecular structure, coordination chemistry, and metallic structure. Second semester. Three credits.

Chemistry 393, 394—*Physical Chemistry.* (N/M)
Prerequisites: Physics 151, 152, Mathematics 221. A study of the quantum mechanical, spectroscopic, thermodynamic and kinetic properties of chemical systems. Three credits per semester.

Chemistry 395, 396—*Physical Chemistry Laboratory.* (N/M)
Must be accompanied by Chemistry 393, 394. Prerequisite: Chemistry 252. The physiochemical properties of chemical systems will be studied using statistical and computer methods for data analysis. One single and one three-hour period per week. Two credits per semester.

Chemistry 411—*Advanced Organic Chemistry.* (N/M)
Prerequisite: Chemistry 212. The study of organic reaction mechanisms and the relation of molecular structure to physical and chemical properties. First semester. Three credits.

Chemistry 423—*Experimental Methods in Chemistry.* (N/M)
Prerequisite: Chemistry 212, 252. A study of the spectroscopic, chromatographic, and wet chemical functional group methods and techniques used in characterizing organic and inorganic compounds. Two single and two three-hour periods per week. First semester. Four credits.

Chemistry 424—*Experimental Methods in Chemistry.* (N/M)
Prerequisite: Chemistry 212, 252. A study of the optimization of instrumental methods used in characterizing chemical systems. Topics will include emission, atomic absorption, and x-ray spectroscopy. Laboratory work will also provide options for an in-depth study of selected topics in biochemistry, environmental chemistry, inorganic chemistry. Two single and two three-hour periods per week. Second semester. Four credits.

Chemistry 451, 452—*Seminar.* (N/M)
Student preparation of reports on selected topics in chemistry for oral presentation and discussion. Required of all chemistry majors in senior year. Others admitted by permission of the chemistry department. One hour a week. One credit each semester.

Chemistry 471—*Advanced Topics in Chemistry.* (N/M)
Prerequisite: Permission of the instructor. An advanced treatment of selected topics in chemistry. Three credits per semester.

Chemistry 491, 492—*Special Problems in Chemistry.* (N/M)
A program of independent investigation under the direction of a member of the staff. Open to qualified students with the permission of the department. From one to four credits per semester depending upon the quantity of the work planned and completed.

Chemistry **501-502**—*Honors in Chemistry.* (N/M)
Prerequisites: A 3.0 grade point average overall and 3.25 in major courses. An honors program in chemistry consists of an independent research project which culminates in the writing and defense of an honors thesis. Eight credit hours.

CLASSICS/ *Professor* Laura V. Sumner, Chairman; *Assistant Professors* Hatch, Jones.

The Department of Classics offers a major program in Latin. The interdepartmental major in classical civilization is usually directed by a member of the department.

Major programs in Latin are worked out by the student and the faculty adviser. A student is expected to take a minimum of twenty-five hours in Latin plus courses in classical civilization or related areas of specialization up to a total of thirty-six to forty hours. All majors must include in their program Latin 351, Advanced Latin Grammar, and at least one course in Roman civilization or culture.

It is also recommended that students who plan to attend graduate school take courses in ancient Greek, preferably the two-year sequence. It is possible for any student to complete a major program in Latin regardless of high school preparation in that language. Suggested majors for students with no, some, or complete high school training in the subject are available from the department. The full major program is designed to acquaint the student with an understanding of the Latin language, its development and the history of its literature. Since the language is so closely allied to the civilization of the people who spoke it and since both the language and the civilization are not a part of the contemporary scene, the courses in civilization are designed to acquaint the major with facets of Roman life beyond the mere translation and interpretation of the written text.

Greek

Greek **131-132**—*Elementary Greek.*
An introduction to the language of ancient Greece. Grammar and composition are stressed, leading towards the translation of the literature. The Attic dialect is regularly emphasized in this elementary course. Six credits for the two semesters.

Greek 133, 134—*Intermediate Greek.*
Prerequisite: Greek 131-132 or two years of high school credit. Review of grammar as necessary. Reading of Plato, *Apology*, plus selections from other dialogues and from other authors. Three credits each semester. Only in sequence.

Greek 291, 292—*Individual Study in Ancient Greek.*
Prerequisite: Greek 133, 134 or its equivalent. Emphasis will be on the reading and interpretation of an individual author or a genre of Greek literature. Actual course content will be determined by the instructor and the student or students involved in any given semester. Three credits each semester.

Latin

Latin 111-112—*Elementary Latin.*
Essentials of Latin grammar and composition; introduction to the translation of Latin literature, with special selections from Caesar and other writers. Six credits for the two semesters.

Latin 113, 114—*Intermediate Latin.*
Prerequisite: Latin 111-112 or the equivalent of two years of high school Latin. Continued study of Latin grammar and composition; readings from Cicero, Pliny and other writers in the first semester. In the second, an introduction to Latin poetry; extensive reading from *Aeneid*, Books I-VI. Three credits each semester.

Latin 209—*Livy and Vergil.* (L)
Prerequisite: Latin 113, 114 or four units of high school Latin. Students who have three units of high school Latin should consult the chairman of the department before registering for any Latin course. Livy Book I and Vergil Book VIII. How the sophisticated Romans of the Augustan Age viewed the tales of the origins of the city. Three credits.

Latin 210—*Lyric Poetry.* (L)
Prerequisite: Latin 113, 114 or four units of high school Latin. Students who have three units of high school Latin should consult the chairman of the department before registering for any Latin course. An introduction to the forms of lyric poetry in Latin. Extensive reading in Catullus and Horace. Three credits.

Latin 211, 212—*Survey of Latin Literature.* (L)
Prerequisite: Latin 113, 114 or four units of high school Latin. Students who have three units of high school Latin should consult the chairman of the department before registering for any Latin course. An historical survey of the development of Latin literature from earliest

inscriptions to the end of pagan Roman writing, with reading from representative works in all fields of literature. All potential majors are urged to take this course. Three credits each semester.

Latin 310—*Medieval Latin.* (L)
Three credits. (Offered on demand.)

Latin 311—*Roman Drama.* (L)
Three credits.

Latin 312—*Roman Historical Writing.* (L)
Three credits.

Latin 313—*Roman Satire.* (L)
Three credits.

Latin 314—*Epic Poetry.* (L)
Three credits.

Latin 351—*Advanced Latin Grammar.*
Required for all majors. One period a week. One credit.

Latin 352—*Advanced Latin Composition.*
One period a week. One credit.

Latin 411—*The Life and Times of Julius Caesar.* (L)
An in-depth study of Roman life and letters from 100 - 40 B.C. Readings from contemporary sources, including Cicero, Caesar, Sallust, Catullus, and others. Three credits.

Latin 451, 452—*Special Studies in Latin Literature.* (L)
These courses offer an opportunity for reading and study of an individual Latin author, of a genre of Latin literature, or of an area of Roman civilization.

The subject matter is worked out in advance by the faculty member in charge for a given semester in consultation with the students. Open to junior and senior major students (or to other qualified students with permission of the instructor). Three credits each semester.

Latin 491, 492—*Independent Study.* (L)
Individual study under the direction of a member of the staff. Three credits a semester for not more than two semesters. By permission of the department.

Classical Civilization

None of the Classical Civilization courses may be considered foreign language courses. They are all conducted in English and except as noted do not require the knowledge of either Latin or Greek.

Classics 201—*Classical Motifs in Literature.* (L)
A study of the hero's journey and related themes of Homer's *Iliad* and *Odyssey*, Vergil's *Aeneid*, Tennyson's *Idylls of the King*, and J.R.R. Tolkien's *Lord of the Rings*. Three credits.

Classics 301—*Mythology.* (H)
A study of the principal myths in classical writers with emphasis on their influence on literature and art in contemporary and later periods. Three credits.

Classics 332—*Greek and Roman Civilization.* (H)
Open only to majors in Latin and Classical Civilization. A study of the major facets of Greek and Roman culture and their influence on later Western and more especially American civilization. Three credits.

Classics 385—*Greek Archaeology.* (H)
A study of archaeology in Greece with emphasis on the problems peculiar to the area. Selected excavation areas will be studied in depth. Three credits.

Classics 386—*Roman Archaeology.* (H)
A study of Roman archaeology with emphasis on the problems peculiar to the field. Selected excavations from prehistoric, Etruscan and Roman sites will be studied in depth. Three credits.

Classics 401, 402—*Special Studies in Classical Archaeology.* (H)
Prerequisites: Classics 385 and 386 and some knowledge of Latin and/or Greek. Work of the first semester will concentrate on modern archaeological techniques; preservation and restoration of finds; introduction to Greek and Roman epigraphy. Second semester work will concentrate on Greek and Roman numismatics; special studies in Greek and Roman pottery; the problems of artifacts and minor arts. Permission of the instructor required. Two periods a week. Two credits each semester.

Classics 491—*Independent Study in Classical Civilization.* (H)
By permission of the department. Individual study under the direction of a member of the staff. One to four credits a semester for not more than two semesters.

DANCE

See Health, Physical Education, and Recreation.

DRAMATIC ARTS/ *Professor* Roger L. Kenvin, Chairman; *Assistant Professors* DaLuiso, Mallan.

A major program in dramatic arts requires twenty-four credits in drama, and twelve more credits in drama or related fields. Related fields of particular interest include speech, dance, art, music, English, and drama-oriented courses in classics and modern foreign languages.

The major program in dramatic arts is designed to offer the creative, thoughtful student a well-balanced program of theater studies that will provide a sound base on which to build further graduate or professional studies or that will be useful simply as an end in itself. Students are encouraged to choose their courses from dramatic literature-criticism-history; acting-directing; technical theater; playwriting; and film. The program is flexible enough to allow for a degree of specialization within the major, but the overall aim is to develop the liberally educated dramatic arts major. Majors are also expected to participate in the productions of the Mary Washington Players by working on different production crews during their college careers.

A student with a 3.0 overall average and a 3.75 average in drama courses is eligible to work for honors in the department.

Dramatic Arts 205—*Western Drama since Ibsen.* (H)
A study of the plays and dramatic styles in the period from Ibsen to the present. Three credits.

Dramatic Arts 211, 212—*World Drama.* (H)
A study of selected plays and theatrical developments in ancient and modern civilizations. Plays are studied for their specific application to the performing art. Three credits each semester.

Dramatic Arts/Dance 235-236—*Movement for the Theater.* (H)
Prerequisite: Two credits of modern dance or proficiency. A study of movement as an instrument of communication in dramatic production through creative projects in the theater involving the interrelation of movement with mime, gesture, space, rhythm, and expression. Two double periods a week. Four credits.

Dramatic Arts 311, 312—*Stagecraft.* (H)
Planning, construction, and design of play production, including theater, design, staging, lighting, and sound effects, with practical application in college theater. One single and two double periods a week. Three credits each semester.

Dramatic Arts 321, 322—*Acting.* (H)
Basic techniques of acting with emphasis on the actor's environment and awareness of ensemble playing. Developing a sense; movement techniques; and primary elements of characterization. It is recommended that students have taken Dance 235-236 and Speech 331 or 332 in advance. Two one-and-one-half periods a week. Six credits for the two semesters.

Dramatic Arts 331, 332—*Playwriting.* (H)
Practice in writing for the stage. Consideration of character development, plot structure, dialogue, and critical analysis. Three credits each semester. (At least one semester is offered in alternate years; not offered in 1974-75.)

Dramatic Arts 341—*History of the Costume.* (H)
History and design of stage costuming. Three periods a week. Three credits. (Offered in alternate years; not offered in 1974-75.)

Dramatic Arts 361, 362—*History of the Theater.* (H)
An examination of the physical shapes of theaters, production methods, dramatic conventions, and significant figures in the history of the theater in the Western world from the fifth century B.C. to the twentieth century A.D. Three credits each semester.

Dramatic Arts 371—*Oriental Theater.* (H)
The dramatic literature, theater, and dance of the Orient. Investigatory work in the Chinese, Indian, and Japanese theater and their styles. Three periods each week. Three credits. (Offered in alternate years; not offered in 1974-75.)

Dramatic Arts 381—*Introduction to Film.* (H)
A survey of major foreign and domestic films before 1945, stressing the development of the art from infancy. Opportunity is given students to produce short films and learn basic techniques of cinematography. Three credits.

Dramatic Arts 382—*Film Production.* (H)
A survey of major international films from 1945 to the present, emphasizing film theory and analysis. Opportunity is given students to produce full dimensioned films and learn advanced cinematic techniques. Three credits.

Dramatic Arts 431-432—*Directing.* (H)
Work in the technique and practice of directing for the stage. Emphasis is on directing for the professional theater. Six credits for the two semesters.

Dramatic Arts 441—*Dramatic Criticism.* (H)
Analysis of dramatic criticism from Aristotle to the present. Application to representative plays. Three periods a week. Three credits. (Offered in alternate years; offered in 1974-75.)

Dramatic Arts 443—*Children's Theater.* (H)
Staging and production of plays for children. Dramatization of original and adapted literature. Creative dramatics. Three credits. (Offered in alternate years; offered in 1974-75.)

Dramatic Arts 451, 452—*Special Studies in Dramatic Arts* (H)
From time to time the department offers courses in special topics of interest to dramatic arts majors and other qualified junior and senior students. The emphasis is either upon intensive reading in drama or creative application of advanced dramatic arts theories. By permission of the department.

Dramatic Arts 461—*Seminar in Dramatic Arts.* (H)
Selected readings, oral presentation, and discussion centering around a topic or theme in dramatic arts. (Offered in alternate years; not offered in 1974-75.)

Dramatic Arts 491, 492, 493, 494—*Independent Study.* (H)
Individual study under the direction of a member of the department. Variable credit per semester. By permission of the department.

ECONOMICS AND POLITICAL SCIENCE/ *Professor* Lewis P. Fickett, Jr.,* Chairman; *Professors* Hewetson, R. Sumner; *Associate Professors* Fingerhut, Krickus, Miller; *Assistant Professors* Albertine, Clatanoff, Kramer, Manchester.

The Department of Economics and Political Science offers three major programs: Economics, Political Science, and Political Economy.

Economics

A major program in economics requires the completion of thirty-six credits. At least twenty-four of these credits must be in economics courses beyond Economics 201-202, Principles of Economics. Of the twenty-four credits, Economics 361, Quantitative Economics; Economics 371, Microeconomics, and Economics 372, Macroeconomics, are required. The remaining twelve hours may be selected from additional courses in economics, other social sciences, or mathematics as approved.

Political Science

A major program in political science requires twenty-four credits in political science beyond Political Science 101, 102, and twelve credits in related fields. The major program must include Political Science 301, 302, Comparative Government I and II; and two of the following theory courses: Political Science 441, 442, and 443.

Political Economy and Public Affairs

Prerequisite to a major program in Political Economy and Public Affairs are Economics 201-202, Principles of Economics, and Political Science 101, 102, Introduction to Political Science. The major program requires fifteen credits in econ-

* On leave first half of spring semester, 1973-74 and 1974-75.

omics and fifteen credits in political science beyond the prerequisite courses, chosen to provide the student with a foundation in either domestic or international public affairs.

Students interested in working for Honors in Economics or in Political Science should contact the chairman of the department.

Economics 201-202 is prerequisite to all upper-level courses in economics except 221, 222, Introductory Accounting. Economics 101 is a one-semester introduction for students who do not intend to continue with the subject.

In political science, either 101, 102, Introduction to Political Science, or 201, 202, American Government, is prerequisite to Political Science 211 and above. If a student takes both series, one may be scored in the major program.

Economics 101—*Elements of Economics.* (S)
A one-semester survey of the basic elements of economic theory. Major emphasis will be placed upon the analysis of those theoretical concepts which are directly applicable to current economic and social problems. Three credits.

Economics 201-202—*Principles of Economics.* (S)
A study of fundamental principles relating to the production, exchange, distribution, and consumption of goods and services for the satisfaction of human wants, including some consideration of basic economic institutions and systems. Six credits for the two semesters.

Economics 211, 212—*Anti-Trust Policy.* (S)
The application of microeconomic analysis to the problems of business organizations. Three credits each semester.

Economics 221, 222—*Introductory Accounting.* (S)
A study of the fundamental accounting principles and practices involved in the recording and interpretation of accounting data. Three credits each semester. Only in sequence.

Economics 301, 302—*The Economics of National Issues.* (S)
An in-depth analysis of contemporary economic problems in American society. Emphasis will be placed upon economic aspects of national policy issues of concern to social scientists. Three credits each semester.

Economics 321, 322—*Money and Banking.*
Theory of money and credit, banking organization and practices, foreign exchange, international movement of capital, and the financial aspects of business cycles. Three credits each semester. Only in sequence.

Economics 341, 342—*Government Finance.* (S)
Same as Political Science 341, 342, Government Finance. Expenditures and revenues of federal, state, and local governments, the problems of shifting and incidence of taxes; the public debt and fiscal administration. Three credits each semester. Only in sequence.

Economics 351, 352—*Labor Economics.* (S)
A study of manpower, the labor force, and the organized labor movement. Three credits each semester.

Economics 361, 362—*Quantitative Economics.* (S)
An introduction to some of the mathematical and statistical concepts which are necessary in advanced economics and econometrics. Three credits each semester. Only in sequence.

Economics 371—*Microeconomics.* (S)
Analysis of the firm and the household and their interactions, involving cost, utility, price, wage, interest, rent, and profit theory. Three credits.

Economics 372—*Macroeconomics.* (S)
National income accounts and aggregate economic analysis. Three credits.

Economics 381—*Urban Economics.* (S)
A survey of the major economic problems facing cities. Topics will include an analysis of the economic rationale of cities, land use, housing, urban transportation, and poverty. Three credits.

Economics 391—*Comparative Economic Systems.* (S)
The nature of capitalism, socialism, communism, and fascism and the state of economic society in the various areas of the world. Three credits.

Economics 392—*Economic Development.* (S)
An examination of the problems of accelerating economic development in poor countries and maintaining development in rich countries. This study will progress from the viewpoints of theory, history and policy in attempting to explain the forces that give long period growing power to an economy. Three credits.

Economics 401, 402—*International Economics.* (S)
World economic resources, international trade, and economic problems in international relationships. Three credits each semester.

Economics 441, 442—*History of Economic Thought.* (S)
Survey of ancient and medieval economic thought; the physiocrats and the mercantilists; the classical and neo-classical economists; and trends in economic thought since the middle of the nineteenth century. Three credits each semester.

Economics 471—*Economics Seminar.* (S)
Open to all economics majors of junior and senior status. Group project on an approved problem in economics. Three credits.

Economics 491, 492—*Independent Study in Economics.* (S)
Directed individual research on an approved problem in economics. Three credits each semester.

Political Science

Political Science 101—*Introduction to Political Science I.* (S)
A survey of the basic concepts and theories of political science from classical antiquity to the present, including contemporary analytical techniques. Three credits.

Political Science 102—*Introduction to Political Science II.* (S)
A continuation of Political Science 101, placing primary emphasis upon modern comparative political analysis and international relations. Three credits.

Political Science 201, 202—*American Government.* (S)
The principles of political science as applied to American national government, state governments, and local government. Three credits each semester.

Political Science 211—*Congress and the Political Process.* (S)
An analysis of the legislative process in the United States, focused on the contemporary role of Congress in its relation with the Presidency, the federal bureaucracy, and pressure groups. Three credits.

Political Science 212—*The American Presidency.* (S)
An analysis of a fluid institution in a going political system. Stress will be placed on the evolution of the modern Presidency and its relationship to democratic theory. Three credits.

Political Science 301—*Comparative Government I.* (S)
A comparative analysis of the governments of the Soviet Union and Eastern Europe. Three credits.

Political Science 304—*Contemporary American Politics.* (S)
An in-depth analysis of selected problems in contemporary American politics. The course will be conducted as a seminar with emphasis on independent student research. Permission of the instructor is required for admission. Three credits.

Political Science 311, 312—*Public Administration.* (S)
The administrative aspects of government, problems of organization, fiscal control, administrative control, and a study of employment relations with personnel administration. Three credits each semester.

Political Science 321—*Theory of International Politics.* (S)
An analysis of contemporary theory of international politics, including an evaluation of the United Nations and other international organizations. Three credits.

Political Science 322—*Problems in International Politics.* (S)
A continuation of 321, focusing on the major contemporary problems in international politics such as Vietnam, the Middle East, European integration, and the Cold War. Three credits.

Political Science 332—*Metropolitan Problems.* (S)
An analytical study of the problems of American cities and other local areas. Three credits.

Political Science 334—*Political Parties.* (S)
The structure and functions of political parties; the conduct of elections; and pressure groups. Three credits.

Political Science 341, 342—*Government Finance.* (S)
Same as Economics 341, 342—Government Finance. Expenditures and revenues of federal, state, and local governments, the problems of taxes, the public debt and fiscal administration. Three credits each semester. Only in sequence.

Political Science 350—*Political Modernization.* (S)
A broad conceptual approach to the problem of political modernization. The course will survey the historical, sociological, and economic

aspects of modernization, while focusing primarily upon the political aspects of the problem. Three credits.

Political Science 353—*Politics of Middle and Southern Africa.* (S)
The development of nationalism, the drives for independence and the problems and politics of nation-building of the newly-independent sub-Saharan states. The politics of the white-controlled areas of southern Africa. Regional groupings. Pan-Africanism and other international aspects of African politics. Three credits.

Political Science 354—*Politics of South and Southeast Asia.* (S)
A study of the political development of India, Pakistan, Thailand, Laos, Cambodia and the Vietnams. Problems in the economic development of these nations will be analyzed as related. Three credits.

Political Science 355—*Politics of North Africa and the Middle East.* (S)
A study of the political development of the nations of North Africa and the Middle East. Emphasis will be given to the development of new political institutions in these areas. Three credits.

Political Science 356—*American Foreign Policy.* (S)
Problems facing the United States in its search for national security and international stability and progress; emphasis on U.S. foreign policy since World War II. Three credits.

Political Science 357—*Soviet Foreign Policy.* (S)
An analysis of the foreign policy of the Soviet Union, including its ideological foundations, the Communist International, Soviet police in Eastern Europe, and the conflict with China. Three credits.

Political Science 360—*The Theory and Practice of Revolution.* (S)
A comparative analysis of the writings of major theorists of revolution from various parts of the world, as well as selected case studies of particular revolutionary experiences. The course examines the factors contributing to a revolutionary condition, the dynamics of the revolutionary process itself, and the impact of revolution on society. Three credits.

Political Science 361—*Problems of Communism.* (S)
A study of the origins, development and contemporary aspects of world communism. The evolution of "communist" thought: Marx, Engels, Lenin, Stalin, Mao, and post-Stalin communist writings. The history and development of communism as a political movement. The Soviet and Chinese experiences. Communism in the non-Western World. The Sino-Soviet conflict, Eastern Europe and other major features and issues of contemporary world communism. Three credits.

Political Science 422—*American Civil Liberties.* (S)
An intensive analysis of civil liberties in the United States, based primarily upon decisions of the Supreme Court. Three credits.

Political Science 441—*History of Political Thought I.* (S)
An examination of the contributions to political thought of the great political theorists from Plato to Burke. Three credits.

Political Science 442—*History of Political Thought II.* (S)
A continuation of Political Science 441 dealing with liberalism, communism, socialism, fascism. Three credits.

Political Science 443—*Modern Political Analysis.* (S)
A study of the theories and application of modern political analysis. Emphasis will be placed upon the behavioral approach to politics. Three credits.

Political Science 462—*Geopolitics.* (S)
An examination and evaluation of geographic factors affecting world power struggles and international relations. Three credits. (Same as Geography 462.)

Political Science 471—*Political Science Seminar.* (S)
Open to all political science majors and otherwise qualified students of junior and senior status who desire to become more familiar with the literature of political science in a field selected by the instructor after consultation with the students. Approval of instructor is required. The emphasis is on intensive reading with group discussions of the selections read. Three credits.

Political Science 491—*Independent Study in Political Science.* (S)
Directed individual research on approved problems in political science. Three credits.

EDUCATION/ *Associate Professor* Paul Slayton, Chairman; *Associate Professors* Hook, Merchent; *Assistant Professors* Holmes, Zisman; *Instructor* Vawter.

Students can earn certification as a teacher in Early Childhood Education (Grades K-3), in Elementary Grades (Grades 4-7), or in secondary education in many subjects. Full details of certification programs are given after the course listings.

Education courses are normally taken in the junior and senior years. Freshmen and sophomores interested in earning teacher certification should complete general education requirements (see certification programs) if possible. Students interested in early childhood education, elementary education, and special education might investigate opportunities for volunteer service in local school systems and child care centers, through the Education Department.

Education 205—*Children's Literature.*
A survey of the history of children's literature; readings in all genres current and classic; storytelling and other creative activities with literature. Three credits.

Education 301—*The Primary School Child (K-3).*
Consideration of the interrelationship of the kindergarten-primary school-age child's physical, psycho-social and linguistic development with special emphasis on such pragmatic techniques as case studies and developmental reports. Three credits.

Education 302—*Teaching in the Primary School (K-3).*
Primary consideration will be given to principles, practices and materials in primary school programs (K-3). Emphasis will be placed upon the diagnosis of readiness for learning activities, motivation, the role of play, the experience curriculum and the activity-type program. Three credits.

Education 312—*Teaching in the Elementary School.*
The purposes and organization of the elementary school and its curriculum; subject content and instructional methods related to child growth and development with emphasis on the teaching of subject disciplines, classroom management and evaluation of pupil progress. Three credits.

Education 320—*Teaching Reading in the Elementary School.*
A specialized course in the principles and techniques for teaching developmental and remedial reading to the elementary school child. A practicum experience is included to enable application of principles and techniques in a tutoring situation. Four credits.

Education 322—*Reading in the Subject Areas.*
An examination of the theories and practices of reading instruction in the content areas (science, social science, mathematics, and English), with special emphasis on technique and materials for assessing student reading ability, approaches to remediation of reading deficiencies, and practices conducive to the continuing development of reading ability for all secondary school students. Three credits.

Education 332—*The Teaching of Foreign Languages.*
The principles and techniques of teaching modern and classical languages in the secondary school. Some important areas developed are: selecting materials of instruction in foreign languages, planning and guiding learning experiences, and appraising the results of the teaching-learning process. Three credits.

Education 342—*Seminar in Art Education.*
Designed for students who expect to teach art, but open to other art majors. Study of the scope and place of the visual arts in the world today; of adult and child attitudes and aptitudes; and the development of a philosophy toward creative work, some practice in organizing a flexible and workable program for future teaching or study. Offered in alternate years only. Three credits.

Education 352—*The Teaching of Mathematics.*
Consideration of principles and techniques of teaching and instructional materials for teaching mathematics in the secondary school. Some important areas developed are: planning and guiding learning experience in mathematics and appraising the results of the teaching-learning process. Fall semester only. Three credits.

Education 362—*The Teaching of Music.*
(See Music 311, 312 in the listing of courses of the Department of Music.) Completion of this course suffices to fill the teaching of subject requirement for certification purposes. Three credits.

Education 372—*The Teaching of the Social Sciences.*
The purposes and organization of the secondary social science curriculum; subject matter content and instructional methods in the various social sciences. Some important areas developed are: planning and guiding learning experiences in science and appraising the results of the teaching-learning process. Spring semester only. Three credits.

Education 392—*The Teaching of English and Dramatics.*
The purpose and organization of the secondary language arts curricula; and subject matter content and instructional methods related to the development of language skills and tastes during the adolescent years. Consideration of principles, techniques, and materials of instruction for teaching English and dramatics in the secondary school. Three credits.

Education 420—*Foundations of Secondary Education.*
(Can be taken concurrently with Education 440.) An analysis of the role of education in the United States. Major emphasis in this course is on the contributions of the foundation disciplines to theory and practice in American schools; history of education, sociology, philosophy, and psychology of learning. Three credits.

Education 430—*Philosophy of Education.*
A study of recent and current philosophies of education through the writings of representatives of the major positions. Special emphasis will be given to fundamental educational problems: the nature of the learner, the role of the teacher, the agencies responsible for education, and the philosophical aspects of curriculum and methodology. Fall semester only. Three credits.

Education 440—*Supervised Teaching.*
Prerequisite: Appropriate 300 level course in education. Orientation to teaching under direction of supervisors in public elementary and secondary schools. Included is practical experience in the classroom, laboratory, and field activities, as well as in other aspects of the total school program. Other regulations governing acceptance into supervised teaching are found below. Offered each semester. Six credits.

Certification Programs

Mary Washington College students earning certification to teach fill all College requirements, including the major program. Concurrently, they complete general education and professional education requirements for certification. Because College and certification requirements often overlap, a student can earn both a Mary Washington degree and certification in the chosen area within the limit of 122 credits needed for graduation. The student should plan his four-year program carefully with the help of the Academic Advising office, his major adviser, and the Education Department.

Students planning to teach in secondary school should major in the subject they plan to teach. Students planning to

teach in elementary school can major in any subject.

A student can credit to his degree only the number of Education courses that are required by the particular certification program he follows. If he takes these courses in the Education Department, home economics cannot be counted toward graduation.

Certification Requirements for Early Childhood Education (Grades K-3) and Elementary Grades (4-7).

To be certified for Grades K-3 or 4-7, the student includes in his baccalaureate program sixty credits of General Education requirements and nineteen to twenty-five credits of Professional Education requirements, as outlined below.

A student in the Early Childhood Education program should plan on one semester of the senior year being the "professional semester." In that semester, he will take only Education 440, Supervised Teaching; Education 302, Teaching the Young Child; and Education 320, Teaching Reading in the Elementary School.

General Education (for either K-3 or 4-7)—sixty semester hours, including a minimum of:

Semester hours credit

1. English 12
   including Composition, or exemption (3)
   Education 205, Children's Literature (3)
   Linguistics (3)
   Speech (3)
2. Social Sciences 18
   including American history (3)
   Economics (3)
   Psychology 201, 202, General Psychology (6)
3. Mathematics 6
4. Science 6
5. Art and Music. 6
   including Music 301, School Music (2)
6. Health and Physical Education 6
   including Health Education 100, Contemporary Health Problems; Physical Education 249, Children's Games (1)

Professional Education (Early Childhood K-3)

1. Psychology 6
   including Psychology 331, Development Psychology, The Infant and Child; Education 301, The Primary School Child (K-3)
2. Education 302, Teaching in the Primary School (K-3) (3); Education 320, Teaching Reading in the Elementary School (4)
3. Education 440, Supervised Teaching (in the kindergarten) (6)

   Education 302, 320, and 440 must be scheduled concurrently during either semester of the senior year. No other courses can be scheduled during this block semester.

Professional Education (4-7)

1. Psychology 6
   Psychology 331, Development Psychology: The Infant and Child (3); Psychology 332, Developmental Psychology: The Adolescent and Adult (3)
2. Education 312, Teaching in the Elementary School (3); Education 320, Teaching Reading in the Elementary School 4
3. Education 440, Supervised Teaching 6

Certification Requirements for Secondary School Subjects

A student certifying to teach in secondary school includes in his baccalaureate program forty credits of General Education requirements, fifteen credits of Professional Education requirements, and the necessary number of credits in the subject to be taught. Student teaching in the secondary school will be permitted only in the student's major subject. Students can certify in more than one subject, and should investigate combined certifications (history and the social sciences, science).

General Education

Semester hours credit

1. Humanities 12
   including English composition or exemption (3)
   and the balance from the following fields:
   foreign language, literature, speech, fine arts, music, philosophy.
2. Social science 12
   including American history (3)
   Psychology 201, 202, General Psychology (6)
   and the balance from the following fields:
   history, sociology, economics, political science, geography, or psychology.
3. Laboratory science and mathematics 12
   At least one course in each area
4. Health Education 100, Contemporary Health Problems . . 2
5. Physical Education 2

Professional Education

1. Psychology 332, Developmental Psychology: 3
   Adolescent and Adult
2. Education courses appropriate to the subject area
   (Education 332, 342,etc.)
3. Education 420, Foundations of Secondary Education . . 3
4. Education 440, Supervised Teaching 6

Areas of Specialization

The minimum hours required in the subject taught on the secondary level are itemized below and may include any hours that have been included in the general education requirements. However, a student should major in the subject he wishes to teach so that an adequate depth and background are assured. Student teaching in the secondary school will be permitted only in the student's major subject.

Art **30**
Distribution in art courses as follows:
a. Design, drawing, painting, graphics 12
b. Sculpture 6
c. Ceramics and crafts 6
d. History and appreciation of art 6

English **30**
Shall include courses in English literature, American literature, and linguistics. Should include also a course in advanced composition and writing.

Dramatics **12**

Speech **12**

Foreign Language **30**
Shall include thirty semester hours of language and literature including the beginning, intermediate, and other courses which may have been taken prior to college study.

(Note: For endorsement in a second foreign language the student must present twenty-four hours of credit in that language.)

Latin **24**

(NOTE: For endorsement in Latin as a second language or in addition to English the applicant must present eighteen semester hours of Latin language and literature, including the beginning, intermediate, and other courses which may have been taken prior to college study.)

Mathematics **27**
a. All high school mathematics 27
(NOTE: Shall include a course in analytic geometry and calculus and should include courses in modern algebra, geometry, probability, and/or statistics.
b. Pre-algebra mathematics. 16
(Eighth and ninth grade arithmetic, consumer mathematics, basic mathematics, and business mathematics.

Music 36
a. Performance 18
b. Basic musical knowledge 18

History and the Social Sciences 42
The credit shall be distributed as follows:
a. History 18
b. Government 12
c. Economics 6
d. Geography 6

To teach a specific social science subject, the student must complete the following minimums:

a. History (selected from not less than two of the following: American history, ancient history, and contemporary affairs) 24
b. Economics 18
c. Geography 18
d. Political Science 18
e. Sociology 18

NOTE: An applicant for a separate endorsement in history, geography, government or sociology must complete a course in basic economics.

Science
a. Biology 24
Shall include a laboratory course in introductory biology. In addition, a year's course in organic chemistry, physics, and mathematics should be completed.
b. Chemistry 24
Shall include courses in general principles and organic, analytical, and physical chemistry. In addition, a year's course in biology, physics and mathematics should be completed.
c. Earth Science 24
Shall include a year's course in general college geology and a semester's course in each of two of the following: astronomy, meteorology, oceanography and physical geography.
d. General Science 24
The student must present credit in at least three science fields: biology, chemistry, physics or earth science.
e. Physics 20
Physics, alternate endorsement 16
All persons with a college major in astronomy or with endorsement in biology, chemistry, or mathematics (all high school subjects) shall be endorsed in physics with

sixteen semester hours in physics, eight semester hours of which must be in courses above the introductory level which use calculus.

Supervised Teaching

Facilities for student teaching in both elementary and secondary schools are available in three localities: the Richmond area, the Fredericksburg area, and the Northern Virginia area. Under the cooperative arrangements in effect, students in their senior year are assigned to specific classes for observation, participation, and teaching responsibilities under the guidance and supervision of experienced teachers. Supervised teaching is available in the high school academic subjects and in the elementary grades, as well as in art and music.

Students seeking certification should reserve one semester of the senior year primarily for student teaching. During that semester the student should enroll for Education 440, Supervised Teaching. A total of 12 hours will be considered a normal load of courses during this semester; therefore, only two other courses may be taken during the period the student is enrolled in Education 440. (For student teachers choosing assignment in the Richmond and Northern Virginia areas, arrangements for the additional course may be made through colleges in those areas.)

For assignment to supervised teaching, students must meet the eligibility requirements, which include (a) senior status; (b) an average of at least "C" in general and in the major field, and (c) aptitude for the profession. Secondary school teachers must major in the subject they plan to teach as well as meet the above requirements. Enrollment is by permission of the Department of Education and is contingent on the availability of space in the cooperating school divisions. Transportation to and from the cooperating school is the responsibility of the student. Students applying for positions in supervised teaching should submit the appropriate application forms to the Department of Education by March 1 for the summer session, by April 1 for the Fall Session, or by November 1 for the Spring Session.

ENGLISH/ *Assistant Professor* Richard E. Hansen, Chairman; *Professors* Brown, Croushore, Early, Glover*, W.B. Kelly, N.H. Mitchell, S.H. Mitchell, Simpson; *Associate Professors* Fleming, Hanna, Singh; *Assistant Professors* Carruthers, Dervin, Kemp, Lutterbie, Nadeau.

A major program in English requires thirty credits in English courses on the 300 and 400 level. Also, English 233, Poetry, is prerequisite to any 300 or 400 level poetry course, and is part of the major. (However, it is not scored in the major program and can be used for an area requirement in literature.) Believing in the value both of a knowledge of the literature of different times and of the experience of different forms of instruction, the Department requires that twenty-four of the thirty credits in upper-level courses be distributed so that nine credits are in 300 level courses in the literature of the eighteenth century or earlier; nine hours in the literature of the nineteenth and twentieth centuries, and six hours in seminar courses (400 level).

Students who entered Mary Washington College before the fall of 1973 can elect the major program in effect then. This requires twenty-four credits in English courses numbered 300 or higher, and twelve credits in related fields. The twenty-four credits in advanced English courses must include six credits in courses numbered 309 to 326; six in courses numbered 333 to 376; and six in 400-level courses.

The twelve credits of related study are to be selected, with the approval of the student's adviser, from among courses numbered 200 or higher in the following departments: Art (courses in art history); Classics; Dramatic Arts (courses in dramatic literature and Drama 381, Introduction to film); History, Languages, Linguistics, Music (courses in the history and literature of music), Philosophy, Psychology (psycholinguistics only), Religion (including Religion 105), and Speech 331, 332, Oral Interpretation. Six credits must be offered from a single department; the remaining six must be offered from one or more other departments.

* On leave, 1973-74.

Honors in English are awarded for high achievement in the major program, measured by grade point average in the major courses and three critical papers submitted to the departmental Honors Committee by April 15 of the student's senior year.

English 101—*Writing Workshop.*
Group and tutorial instruction in the fundamental methods and forms of writing, including logical presentation, research techniques, mechanics of writing, and accurate use of language. Designed for elective credit and to assist students to meet the College requirement that each student demonstrate competence in English composition. Three credits. Offered each semester.

English 201—*Composition.*
Study designed to assist students already competent in the fundamentals of composition to improve the style and effectiveness of their expository writing. Study of prose models and close analysis of student papers. Three credits.

English 206—*Introduction to Creative Writing.*
Study aimed at developing skill in creative writing. Individual assignments are adapted to the particular interests and levels of ability of the students. Three credits.

English 209—*Writing for the Mass Media.*
An historical survey of mass communication with emphasis on its role in contemporary society. Special consideration is given to the various techniques of news writing, editing, and editorial interpretation. Three credits.

English 211—*Survey of English Literature.* (L)
Literary movements and types from Beowulf through the eighteenth century. Three credits for the first semester.

English 212—*Survey of English Literature.* (L)
Literary movements and types from the Romantic movement to the present. Three credits for the second semester.

English 221—*Survey of American Literature.* (L)
American backgrounds and literary movements and types from the colonial writers through Whitman. Three credits for the first semester.

English 222—*Survey of American Literature.* (L)
American backgrounds and literary movements and types from Dickinson to the present. Three credits for the second semester.

English 231—*Short Fiction.* (L)
A study of selected short stories and short novels. Three credits.

English 232—*The Novel.* (L)
A study of the form, content, and development of selected novels. Three credits.

English 233—*Poetry.* (L)
A close analysis of poetic form and content. Three credits.

English 234—*Shakespeare.* (L)
A study of Shakespeare's achievement in selected plays and poems. May be taken for credit before English 319, 320 but not afterwards. Three credits.

English 235—*Tragedy.* (L)
Tragedy as form and idea reflected in selected literary and dramatic works of world literature. Three credits.

English 236—*Comedy.* (L)
A study of comic conventions in selected works of world literature. Three credits.

English 241—*Issues in Literature.* (L)
Studies in significant literary figures, movements, topics. Three credits each semester.

English 305—*The English Language.* (L)
Structural and transformational grammars and their application to the English language. Three credits.

English 309—*Medieval English Literature, including Chaucer.* (L)
The major works and genres of Anglo-Saxon and Middle English literature, including lyric, heroic and romance narratives and drama. Knowledge of the languages is not required. Three credits.

English 315—*English Drama through the Restoration.* (L)
The origins and development of English drama through the Restoration. Includes miracle and morality plays, Elizabethan and Jacobean drama, and Restoration drama. Three credits.

English 316—*Renaissance and Baroque Literature.* (L)
English non-dramatic literature of the sixteenth and seventeenth

centuries. Emphasizes Sidney, Spenser, Donne, Jonson, and Milton. Three credits.

English 319—*Shakespeare: The Early Plays.* (L)
Shakespeare's development as a dramatist during the first half of his career, focusing mainly on the comedies and history plays. Three credits.

English 320—*Shakespeare: The Later Plays.* (L)
Shakespeare's development as a dramatist during the second half of his career, focusing on the tragedies, problem plays and final romances. Three credits.

English 325—*The Age of Neoclassicism.* (L)
The literature in England from the Restoration through the first half of the eighteenth century, with particular attention to the revival of classical aesthetics and forms. Three credits.

English 326—*The Age of Sense and Sensibility.* (L)
The literature in England during the second half of the eighteenth century, with particular attention to the transition from Neoclassicism to Romanticism. Three credits.

English 333—*The British Novel to 1945.* (L)
The growth of the English novel from its origins to the Second World War. Three credits.

English 334—*The American Novel to 1945.* (L)
The growth of the American novel from its origins to the Second World War. Three credits.

English 335—*English Romanticism: Wordsworth to Keats.* (L)
English literature of the early nineteenth century concentrating on the five great Romantic poets: Wordsworth, Coleridge, Byron, Shelley, and Keats. Three credits.

English 336—*Victorian Literature.* (L)
English literature from 1830 to 1900, emphasizing the poetry of Tennyson and Browning and the novels of Dickens. Three credits.

English 355—*American Romanticism.* (L)
A survey of literary Romanticism in nineteenth-century American prose and poetry. Includes Hawthorne, Melville, Thoreau, Whitman, and Dickinson. Three credits.

English 356—*American Realism.* (L)
Literary realism in American prose and poetry of the nineteenth and early twentieth centuries. Includes James, Dreiser, Twain and others. Three credits.

English 365—*Modern Literature, 1890-1930.* (L)
The origin and development of major concerns and themes in the early modern period in an effort to define "modern." Includes chiefly British and American writers. Three credits.

English 366—*Modern Literature, 1920-1945.* (L)
Explorations of modern themes and techniques in the works of major modern writers, chiefly British and American. Three credits.

English 367—*Modern Drama.* (L)
A survey of modern drama beginning in the late nineteenth century. Includes Ibsen, Shaw, O'Neill, Beckett and Pinter. Three credits.

English 370—*Contemporary Literature.* (L)
A survey of contemporary literature, primarily British and American, in all genres. Three credits.

English 375, 376—*Special Studies.* (L)
Studies in significant literary figures, movements, topics. (Consult schedule of classes for specific topic.) Three credits each semester.

English 397, 398—*Literary Criticism.* (L)
A study of literary criticism from Plato to the present with emphasis on forms other than drama. Readings and class discussions will focus on both historical developments in literature and examples of critical practice. Three credits each semester.

English 406—*Workshop in Writing.*
Practice in creative expression. Admission by consent of the instructor. Three credits.

English 411—*Studies in Drama.*
Major problems, themes, movements or figures in the drama. (Consult schedule of classes for specific topic.) Three credits.

English 413—*Studies in Poetry.*
Major problems, themes, movements or figures in poetry. (Consult schedule of classes for specific topic.) Three credits.

English 415—*Studies in the Novel.*
Major problems, themes, movements or figures in the novel. (Consult schedule of classes for specific topic.) Three credits.

English 445—*Studies in English Literature to 1600.*
Intensive study of significant figures, movements, themes or problems in English literature from its medieval origins to the Renaissance. (Consult schedule of classes for specific topic.) Three credits.

English 447—*Studies in English Literature, 1600-1800.*
Intensive study of significant figures, movements, themes or problems in English literature from the Renaissance through the eighteenth century. (Consult schedule of classes for specific topic.) Three credits.

English 449—*Studies in English Literature, 1800-Present.*
Intensive study of significant figures, movements, themes or problems in English literature of the nineteenth and twentieth centuries. (Consult schedule of classes for specific topic.) Three credits.

English 455—*Studies in American Literature to 1900.*
Intensive study of significant figures, movements, themes or problems in American literature through the nineteenth century. (Consult schedule of classes for specific topic). Three credits.

English 457—*Studies in American Literature, 1900-Present.*
Intensive study of significant figures, movements, themes or problems in American literature of the twentieth century. (Consult schedule of classes for specific topic.) Three credits.

English 465—*Senior Seminar.*
Discussions and readings for senior majors in the study of literature as a discipline. Among the topics covered will be literary history, textual criticism, evaluation of contemporary prose styles, and the use by literature students of analytic techniques devised in other disciplines, chiefly linguistics and computer science. Three credits.

English 491, 492, 493, 494—*Independent Study.*
Individual study under the direction of a member of the staff. From three to twelve hours, not more than six to be taken in the junior year. Three to twelve credits. (By permission of the department.)

FRENCH

See Modern Foreign Languages.

GEOGRAPHY/ *Professor* Samuel T. Emory, Jr., Chairman; *Associate Professor* Bowen; *Assistant Professors* Byrd, Gouger.

A student wishing to major in geography must take a total of thirty credits in the department in addition to six credits of introductory geology. The geology courses are not scored as part of the major program, and so may be used for a basic

requirement or for diversification. The total program must form a coherent group of courses and must be planned in consultation with the student's adviser. Suggested programs are outlined in the Handbook for Geography Majors, copies of which may be obtained from the departmental office.

A distinguished performance in the major program, in addition to a high level of achievement throughout the college career, will entitle a geography major to be considered for graduation with Honors in Geography. The student should consult his adviser for details.

Geography 212—*World Cultural Geography.* (S)
A study of the world by regions, with emphasis on the cultural differences among nations. Three credits.

Geography 220—*Geography of Anglo-America.* (S)
A study of the regional geography of the United States and Canada, stressing differences from place to place in land, landscapes, life and livelihood. Three credits.

Geography 241—*Introduction to Economic Geography.* (S)
A study of the world distribution of man's economic activities through the analysis of primary, secondary and tertiary activities and the effect of physical, cultural, economic, and political factors upon them. Three credits.

Geography 275—*Human Environment: Perception and Utilization.* (S)
A study of human ecology stressing the quality of the environment. Emphasis on pollution, resource utilization and conservation, and man's role in changing the face of the earth. Three credits.

Geography 313—*Weather and Climate.* (D)
An analysis of weather processes, distribution of climatic regions, the relationship between climate, vegetation, and soil regions, and the impact of climate upon man's activities. Three credits.

Geography 321—*Geography of Europe.* (S)
A survey of the European continent including the climate, surface features, natural resources, population, agriculture, industry, and trade of each European nation and the nation's position in the world today. Three credits.

Geography 322—*Geomorphology.* (D)
The origin and development of landforms and their relation to underlying structure. Three credits.

Geography 326—*Geography of the Soviet Union.* (S)
A study of the landforms, climate, boundaries, trade, resources, people, and cultural groupings of the Soviet Union. Three credits.

Geography 331—*Geography of East Asia.* (S)
A study of the landforms, climate, boundaries, trade, resources, people, and cultural groupings of Southern and Western Asia, including the Middle East. Three credits.

Geography 333—*Geography of Africa.* (S)
A study of the landforms, climate, peoples, boundaries, trade, and cultural groupings of the African continent. Three credits.

Geography 334—*Geography of South America* (S)
A survey of the population, natural resources, geographic regions, and potentialities of South America; the significance of this region in the economic and political affairs of the world. Three credits.

Geography 335—*Geography of Middle America and the Caribbean.* (S)
A survey of the population, natural resources, geographic regions, and potentialities of Middle America and the Caribbean; and the significance of this region in the economic and political affairs of the world. Three credits.

Geography 341—*Economic Geography.* (S)
Prerequisite: Geography 241 or permission of the instructor. A detailed analysis of the locational aspects of man's economic activities. Emphasis is upon location theory in the secondary and tertiary sectors of the economy. Three credits.

Geography 345—*Urban Geography.* (S)
A systematic study of the internal and external spatial relationships of cities and city-systems. Factors included are site, situation, distribution, function, development and contemporary problems of urban centers. Three credits.

Geography 361—*Geographical Influences on History.* (S)
A study of the influence of man's physical environment on history, with emphasis on American history. Three credits.

Geography 362—*Political Geography.* (S)
A study of geographic factors in world power and international affairs. Three credits.

Geography 414—*Air Photo Interpretation.* (S)
A study of the principles of photogrammetry, the uses of aerial photographs, and the identification and interpretation of physical and cultural features. Three credits.

Geography 415—*Cartography.* (D)
A study of methods, theory, and practice of map construction. Four credits.

Geography 416—*Advanced Cartography.* (D)
Prerequisite: Geography 415. Four credits.

Geography 417—*Field Methods.* (S)
A study of techniques used in geographic field research, including methods of obtaining information in the field, mapping, and preparation of reports and illustrative materials based on field research experiences. Three credits.

Geography 418—*Field Geography.* (S)
An in-depth, intensive field study of a problem in physical, economic or cultural geography, to be conducted in a selected area of geographic interest. Three credits.

Geography 422—*Historical Geography of North America.* (S)
A study of the geography of selected regions of North America during designated periods of history. Emphasis will be placed upon settlement geography, historical economic geography, and geographical change through time. Three credits.

Geography 445—*Advanced Urban Geography.* (S)
Prerequisite: Geography 345 or permission of the instructor. An intensive view of the geographic factors relating to urban structure. Major themes are the size, spacing, and functions of cities; city-region relationships; central-place systems; urban economic base; and urban population characteristics. Three credits.

Geography 470—*History of Geographic Thought.* (S)
A study of the development of theory, philosophy and methods in geography. Three credits.

Geography 491—*Special Problems in Geography.* (S)
An independent study of some geographic problem selected in consultation with the department. May be repeated for credit. Three to six credits.

GEOLOGY/ *Professor* Samuel O. Bird, Chairman; *Assistant Professor* Stablein.

Students majoring in geology are required to take twenty-four credits in geology, including no more than four semesters of 100 and 200 level courses, and twelve credits in courses closely allied to geology. Majoring students are strongly urged to complete at least one-year courses in calculus, physics and chemistry, differential equations, appropriate biology courses and statistics. All programs are to be formed in consultation with geology staff.

Geology 120—*Earth Drama.* (N/M)
Earth's origin, structure, mineral and rock compositions and environments. Earth's internal energy balance. Two single and one double period a week. Three credits.

Geology 121—*Atmosphere and Hydrosphere.* (N/M)
Physical dynamics of atmosphere and oceans and their interaction. Ocean resources and biologic energy systems. Two single and one double period a week. Three credits.

Geology 122—*Continental Processes.* (N/M)
The origin and evolution of the earth's surface. Two single and one double period a week. Three credits.

Geology 123—*Geology Today.* (N/M)
Selected topics for students with a penchant for individual, outside-classroom work. Two single and one double period a week. Three credits.

Geography 220—*Geochemistry.* (N/M)
Investigation of surface and subsurface chemical processes. Monitoring and modeling of natural waters. Two single and one double period a week. Three credits.

Geology 230—*Ancient Biologic Systems.* (N/M)
Problems of population dynamics, ecology and evolution as seen in the geologic column. Two single and one double period a week. Three credits.

Geology 300—*Readings in Geology.* (N/M)
Selected topics of investigation for advanced students. Three credits.

Geology 312—*Geomorphology.*
The origin and development of landforms and their relation to underlying structure. Three credits.

Geology 491—*Independent Study.* (N/M)
Individual investigation of geologic problems to be chosen in consultation with the staff. Three credits.

GERMAN

See Modern Foreign Languages.

HEALTH, PHYSICAL EDUCATION, AND RECREATION/

Associate Professor Miriam Greenberg, Chairman; *Professors* Benton, Read; *Associate Professors* Arnold, Clement, Droste, Woosley; *Assistant Professor* Tussey; *Instructors* Bauman, Dosch, Dragomanovic, Harty; *Supervisor of Riding Instruction* S. Simpson.

The major Program in Dance and dance courses are described on pages 122-125.

To meet degree requirements each student must complete two credits in physical education. Students may elect up to

six additional credits in physical education, which may be counted toward the degree, on the basis of one course and one credit a semester.

Physical education courses are graded satisfactory or unsatisfactory (S/U). They count toward the degree but carry no quality points. Students may take a S/U course and a pass/fail course in the same semester.

Courses with the prefix "Dance" are graded, and do carry quality points. Studio dance courses can be taken either as physical education credit (S/U) or dance credit (graded). If taken as Dance, the course does not count toward the two credits in physical education needed for the degree, but can be counted for diversification. These courses cannot be taken twice – if taken for dance credit, they cannot be taken again for physical education credit, and vice versa.

The department sponsors intercollegiate competition in hockey, swimming, lacrosse, tennis, basketball, and fencing, also intramural and open recreation in all sport areas.

Karate and riding have special fees. The student should check with the department for the specific amount. Noncredit recreational riding is available – full information can be obtained from the Supervisor of Riding Instruction.

Health Education

Health Education 100—*Contemporary Health Problems.* Two periods a week for one semester. Two credits.

Physical Education

All classes meet three periods a week or the equivalent. All carry one credit.

100 numbers indicate first level; 200 numbers second level, etc. Dance courses having the same number as a physical education course may not be taken for additional credit.

Physical Education 101, 102; 201, 202; 301, 302; 401, 402—*Field Hockey.*

Physical Education 103, 104; 203, 204; 303, 304; 403, 404—*Basketball.*

Physical Education 105, 106; 205, 206; 305, 306; 405, 406—*Volleyball.*

Physical Education 109, 110; 209, 210; 309, 310; 409, 410—*Lacrosse.*

Physical Education 111, 112; 211, 212; 311, 312; 411, 412—*Gymnastics.*

Physical Education 113, 114; 213, 214; 313, 314; 413, 414—*Individual Exercise.*

Physical Education 115, 116; 215, 216; 315, 316; 415, 416—*Swimming.*

Physical Education 121, 122; 221, 222; 321, 322; 421, 422—*Ballet.*

Physical Education 123, 124; 223, 224; 323, 324; 423, 424—*Modern Dance.*

Physical Education 125, 126; 225, 226; 325, 326; 425, 426—*Tap Dance.*

Physical Education 127, 128; 227, 228; 327, 328; 427, 428—*Folk and National Dance.*

Physical Education 129, 130; 229, 230; 329, 330; 429, 430—*American Folk and Square Dance.*

Physical Education 131, 132—*Officiating.*

Physical Education 133, 134; 233, 234; 333, 334; 433, 434—*Tennis.*

Physical Education 135, 136; 235, 236; 335, 336; 435, 436—*Golf.*

Physical Education 139, 140; 239, 240; 339, 340; 439, 440—*Archery.*

Physical Education 141, 142; 241, 242; 341, 342, 441, 442—*Fencing.*

Physical Education 145, 146; 245, 246; 345, 346; 445, 446—*Badminton.*

Written permission of parent or guardian must be presented for credit and non-credit riding.

Physical Education 147, 148—*Riding.*
General handling, basic terminology, riding at walk, trot, canter and over low fences on loose reins.

Physical Education 247, 248; 347, 348—*Riding.*
Introduction and development of contact; study of seats; ring and cross-country jumping.

Physical Education 447, 448—*Riding.*
Prerequisite: at least one semester riding at Mary Washington College. Schooling; a study of developmental aspects of the horse to his greatest potential physically and mentally.

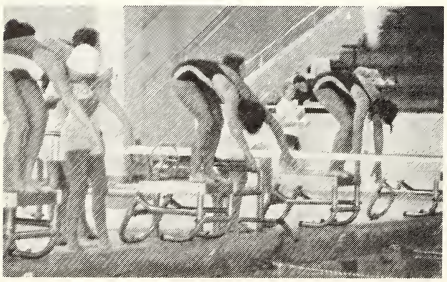
Physical Education 232—*Camp Leadership.*
Fundamentals and practice of camping and camp leadership. One credit.

Physical Education 249—*Children's Games.* (D/E)

Dance

The major program in Dance requires forty credits in Dance. Thirty are in specified courses:

Studio Dance 6
Dance 211, 212, Theories of Movement 6
Dance 231, Compositional Forms 3
Dance 232, Dance Styles 3
Dance 350, 351, 352, 353
choice of two of the history-related courses. 6
Dance 431, 432, Choreography 6



Ten additional course credits are chosen in consultation with the dance faculty. No more than two additional credits in studio dance and no more than six credits in Dance 02, Dance Company, can be counted toward the major program.

Because certain required courses are taught on alternate years and because of the importance of sequence in the major program, students should plan their entire four-year program carefully in consultation with the dance faculty.

The dance major is designed to provide a liberal arts education as well as a broad dance education. The development of the student as a person by allowing for creative self-expression and by stressing the goal of excellence is viewed also as an aim of the dance major. It offers opportunities for in-depth study in areas of the student's choice: acquiring proficiency in performance of specifically applying dance in other areas (research, therapy, notation, or education). Consequently, this major provides a thorough education while laying a foundation for further study or specialization in dance.

* **Dance 121, 122; 221, 222; 321, 322; 421, 422**—*Ballet.*
The study of ballet as a discipline toward exactness and precision of line, as a creative means of expression, and from an historical reference. One credit each semester.

* **Dance 123, 124; 223, 224; 323, 324; 423, 424**—*Modern Dance.*
The study of body movement, its relationship to space, time, and force through improvisation and exploration. One credit each semester.

Dance 02—*Dance Company.*
Admission by audition. The art of performing in dance: problems and techniques of performance in ballet and modern dance; in solo and group dances; in repertory; and the learning and presenting of dances in concert. The group will be taught by the dance faculty with team teaching techniques. Three rehearsals a week. One credit each semester to a maximum of six credits. Dance company may be taken without credit if the student is admitted by an audition.

Dance 211, 212—*Theories of Movement.* (H)
The comparison of selected theories of movement. First semester, the contemporary concept of total body movement (applied anatomy), Laban (effort), and kinesics. Second semester, Dalcroze (rhythm), Delsarte (gesture), Graham (energy), Humphrey-Weidman (gravity), and Wigman (space). Three credits.

* Studio Dance. Dance Courses having the same number as Physical Education numbers may not be taken for both physical education and dance credit.

Dance 231—*Compositional Forms.* (H)
The study of structure of dance: movement, phrases, rhythm, and the traditional dance forms such as AB, ABA, Theme and Variations, Fugue, Rondo, and Ground Bass. Three credits.

Dance 232—*Dance Styles.* (H)
The study of dance related to historical periods in art, drama and music through reading, research, films, and by improvising and composing dances in primitive, archaic, medieval, pre-classic, classic, and romantic styles. Three credits.

Dance 235-236—*Movement for the Theater.* (H)
Prerequisite: Two credits of modern dance or proficiency. A study of movement as an instrument of communication in dramatic production through creative projects in the theater involving the interrelation of movement with mime, gesture, space, rhythm, and expression. (See also Dramatic Arts 234-236.) Four credits for the two semesters.

Dance 310—*Creative Dance for Children.* (H)
Dramatic imagery, rhythmic study, techniques of creativity, and the translation from observation of movement through pantomime to dance. Three credits.

Dance 331—*Ethnic Dance of Western Cultures.* (H)
Based on an understanding of history, culture, and civilization and on a study of "how" and "why" people dance the way they do. Authentic and traditional dance forms and styles of Western Cultures. Three credits.

Dance 341, 342—*Labanotation.* (H)
The study and practice of reading and recording dance movement by means of symbols. Three credits each semester.

Dance 350—*Dance History Survey.* (H)
A general survey of dance from earliest times – primitive, Greek, Roman, Egyptian, European, Oriental, and Spanish – to the fifteenth century. Three credits.

Dance 351—*History of Ballet.* (H)
An in-depth study of ballet in France, Italy, Russia and England from the fifteenth century to the twentieth century. Three credits.

Dance 352—*American Dance Heritage.* (H)
Readings and research, including dances of the American Indian, dance of the American Negro, the ballet as developed in America, the indigenous form of theater dance known as modern dance, and the contemporary dance. Three credits.

Dance 353—*History of the Dance of the East.* (H)
A general survey of the dances of the East (including China, Japan, India, Cambodia) and a comparative study of their influences on contemporary dancer-choreographers, such as Graham, Cunningham and others. Three credits.

Dance 360—*Dance Production.* (H)
Introduction to the practice of stage design, stage lighting, costuming, and make-up specifically for dance, with practical application in college dance productions. Three credits.

Dance 431, 432—*Choreography.* (H)
Prerequisite: Dance 231, 232 or permission of the instructor. This course provides the student with the opportunity to develop his own creative potential through in-depth study of selected techniques from compositional forms and dance styles. In addition, the study of contemporary techniques such as multi-media, chance, and free-form are included. Three credits each semester.

Dance 450—*Seminar in Dance.* (H)
Readings and research in contemporary dance in education, in dance therapy, in dance aesthetics and philosophy, and subsequent influences on current usage. Three credits.

Dance 491—*Independent Study.* (H)
Prerequisite: Permission of the instructor. Researching, choreographing or composing an approved creative problem in dance. Development of a paper, project, performance or production. Three credits.

HISTORY/ *Professor* Joseph C. Vance, Chairman; *Professors* Lindsey, Zimdars; *Associate Professors* Bourdon, Ryang; *Assistant Professors* Campbell, Crawley, Klenke, Tracy, R. Warner.

Students who choose a major in history must earn thirty credits in history, twenty-one of which must be above the 200 level. One semester of History 491, Independent Historical Research, and one additional semester course on the 400 level, must be included. A student's program must be planned in consultation with a departmental adviser and approved by him.

Majors interested in Honors work should consult the chairman of the department.

History 221—*Colonial America.* (S)
The discovery, exploration, and settlement of North America and the development of the British Colonies to 1763. Three credits.

History 222—*The American Revolution and the Early National Period.* (S)
Independence, the creation of the United States and its development through the Jackson period. Three credits.

History 223—*Civil War, Reconstruction, and The Gilded Age.* (S)
The coming of the War, the War, restoration of the Union and the problems of reconstruction, the emergence of industrial America. Three credits.

History 224—*Twentieth Century America.* (S)
Economic, social, and political development of the United States in the twentieth century and its rise as a world power. Three credits.

History 231—*Greek Civilization.* (S)
A study of the geography, history and civilization of Greece from earliest times through the death of Alexander the Great. Three credits.

History 232—*Roman Civilization.* (S)
A study of the geography, history and civilization of Italy and the Roman state from earliest times through the age of Justinian. Three credits.

History 233—*Medieval Europe.* (S)
Europe from 325 to 1400. Emphasis on the decline of the Roman Empire, migrations, the church, feudal institutions, medieval thought and the origins of modern national institutions. Three credits.

History 234—*The Renaissance and Reformation.* (S)
The period examined as one of transition, from the High Middle Ages to 1618. Three credits.

History 235—*Early Modern Europe, 1618-1815.* (S)
A study of Europe during the Age of Absolutism, the Enlightenment, the French Revolution and the Napoleonic Era. Three credits.

History 236—*Modern Europe, 1815 to the Present.* (S)
A survey of the period with emphasis on the Industrial Revolution, nationalism, democracy, imperialism, power politics and social reform. Three credits.

History 301, 302—*Diplomatic History of the United States.* (S)
A study of foreign relations from the Colonial period to the present. Three credits each semester.

History 303, 304—*The Old and New South.* (S)
First semester, an examination of the social, political, and economic development of the South before the Civil War. Second semester, Reconstruction, race relations, the "solid South" in politics, and the rise of Southern industry. Three credits each semester.

History 305—*The Frontier in American History.* (S)
The westward movement and the significance of the frontier, emphasizing the Turnerian thesis. Three credits.

History 306—*The Negro in American History.* (S)
A history of the Negro since the early 1600's with emphasis on his role during the Ante-Bellum period, Emancipation and Reconstruction, the nadir of the Negro in America (1878-1900), the Negro in the twentieth century with stress on the period since 1928. Three credits.

History 307, 308—*Social and Intellectual History of the United States.* (S)
The main traditions of thought and belief through the writings of significant figures in relation to social environment and major historical events and cultural changes. Three credits each semester.

History 321, 322—*Latin America History.* (S)
Colonial institutions, the independence movement, development of modern states, Organization of American States, and other international problems. Three credits each semester.

History 323, 324—*Social and Intellectual History of Latin America.* (S)
An intensive study of institutions and thought from preconquest Indian cultures to the present. Three credits each semester.

History 341, 342—*East Asian Civilization.* (S)
Survey of the development of culture and civilizations in China and Japan. Three credits each semester.

History 343—*Modern China and Japan.* (S)
History of modern China and Japan with a special emphasis on their rise to positions of world power. Three credits.

History 344—*Modern Southeast Asia.* (S)
History of modern Southeast Asia. Three credits.

History 351, 352—*History of England.* (S)
A general survey of English history from earliest records to the present. Emphasis upon the economic and constitutional phases and growth of the British Empire. Three credits each semester.

History 353, 354—*History of France.* (S)
From the earliest times to the present, tracing the growth of the French nation state and the dominant role played by France in the intellectual and cultural life of Europe. Special attention is given to the French Revolution and Napoleonic Period, and the course of French history through the nineteenth century to the present. Three credits each semester.

History 355, 356—*History of Germany.* (S)
From the first appearance of the Germanic peoples in the Roman Empire through the Medieval German Empire, its dissolution and the subsequent fragmentation of the German nation. The Renaissance and humanism; Luther and the Reformation. Particular emphasis on the romantic movements in philosophy, literature and music. German nationalism, Bismark's empire, Hitler and the Third Reich. Three credits each semester.

History 357, 358—*History of Russia.* (S)
Major social, political, economic and cultural developments from the foundation of the Kievan state to the present. First semester, medieval and eighteenth century Russia. Second semester, the revolutionary movement, the fall of the Old Regime, and the Soviet era. Three credits each semester.

History 359, 360—*History of Spain.* (S)
From the Moorish invasions to the present with particular emphasis upon reconquest, the social and economic development in the sixteenth and seventeenth centuries, the demography of a pre-industrial society, the eighteenth century revolutions and the modern age. Three credits each semester.

History 361, 362—*European Social and Intellectual History.* (S)
Selected studies of representative thinkers from St. Augustine to the present, emphasizing their place in the development of Western thought. Three credits each semester.

History 370—*Historiography.* (S)
Designed to acquaint the student with the major historians, historical writings and trends in the discipline of history and some of the general philosophical theories of history. Three credits.

History 491—*Independent Historical Research.* (S)
An introduction to the methods and tools of historical research with emphasis upon a formal paper, the subject to be chosen by the student. Required of history majors. Offered each semester. Three credits.

The following courses are devoted to special historical periods or topics. Their purpose is to acquaint the student with historical issues and literature by involving him in research and discussion. The focus, form, and content of each Special Studies course will be determined by the instructor. Topics will be announced in the spring for the following academic year after consideration of student interest and staff availability. Prerequisite to all Special Studies courses: appropriate 200 or 300 level course or permission of the instructor.

History 471, 472—*Special Studies in American History.* (S)
Three credits each semester.

History 473, 474—*Special Studies in European History.* (S)
Three credits each semester.

History 475, 476—*Special Studies in Latin American History.* (S)
Three credits each semester.

History 477, 478—*Special Studies in Far Eastern History.* (S)
Three credits each semester.

HOME ECONOMICS/ *Assistant Professors* R. Harris, Jamison.

The Home Economics Department is concerned with implementing the liberal arts program through courses which help prepare students to meet basic and human needs for effective living and for responsible participation in the community and the world. The Department of Home Economics offers courses for students in any curriculum.

If a student is earning certification for teaching, no credits in home economics can be counted toward the degree. Other students may count up to twelve credits in department courses toward a degree.

Home Economics 104—*International Foods.*
A study of food patterns of various cultural groups and the way they meet the dietary needs of the people. Emphasis on the contributions of Asian, European, African, Central and Latin American civilizations. Demonstrations of the preparation of typical meals of different cultures. One single and one double period a week. Two credits.

Home Economics 112—*Art of Costume.*
How the fashion world works. Fashion cycles, designers, and leading markets. Consideration given to the theories of dress and adornment with implications for individual applications. Two single periods. Two credits.

Home Economics 211, 212—*Contemporary Costume.*
Consideration given to twentieth-century clothing, emphasizing factors that influence contemporary design. Basic clothing construction courses including newer techniques of couturier and mass production. Lecture-demonstration and laboratory hours. Three credits each semester.

Home Economics 214—*Costume Design.*
A creative approach to the study of dress and adornment. Original designs developed and creativity expressed through various media. Lecture-demonstrations and laboratory hours. Three credits.

Home Economics 221, 222—*Foods.*
Basic principles and fundamental processes involved in the selection and preparation of foods; emphasis on the aesthetic and sociological aspects of menu planning. Two double periods a week. Three credits each semester.

Home Economics 231—*Nutrition.*
Principles of human nutrition and how such knowledge may be utilized to prevent ill health and promote a high level of physical fitness. Two single and one double period a week. Three credits.

ITALIAN

See Modern Foreign Languages.

LATIN AMERICAN STUDIES/ *Professor* Mary Ellen Stephenson, Adviser.

A description of the Latin American Studies major is given under "Interdepartmental Majors," page 176. The major requires thirty-six credits, including the six credits in 301, 302, described below.

Latin American Studies 301, 302—*Readings and Research in Latin America.* (H)
A study of selected topics in art, architecture, economics, folklore, geography, history, literature, and politics of Latin America. Three credits each semester.

LATIN

See Classics.

LINGUISTICS/ *Assistant Professor* A. Stephen Disraeli, Adviser.

Although linguistics courses cannot form a major program in themselves, they contribute to several departmental major programs and have been used in special majors.

The linguistics program aims to give students, regardless of their special interest, an understanding of the fundamental structure of language and in conjunction with other disciplines, to explore the acquisition of language and the function of language in cultures and societies (psycholinguistics, anthropological linguistics, and sociolinguistics, respectively).

English 305, The English Language, and psycholinguistics, offered in the psychology department under Selected Topics in Psychology, are supportive courses.

Linguistics 101—*Trends in Modern Linguistics.* (S)
Survey of issues in theoretical, anthropological, psycho- and sociolinguistics. Three credits.

Linguistics 201—*Anthropological Linguistics.* (S)
The significance of language for human social life in a variety of cultures. Cultural variations in non-verbal communication such as body language. The influence of language on a people's world view. Three credits.

Linguistics 204—*Sociolinguistics.* (S)
The effect of social structure on linguistic choices. The language problems of the poverty child. Linguistic nationalism in multilingual societies. Three credits.

Linguistics 301—*Field Methods in Linguistics.* (S)
Linguistic theory and practice as a tool in anthropological and sociological field work. The problems and techniques of obtaining and evaluating data. How to gain rapport with people from other cultures when doing field work. Prerequisite: previous linguistics course or permission of the instructor. Three credits.

MATHEMATICS/ *Assistant Professor* Alexander J. Lindsey, Chairman; *Associate Professors* A.M. Harris, Sarchet; *Assistant Professors* Brown, Pierce, Tyree, Zeleznock.

Students who undertake a major program in mathematics are required to earn thirty-six credits in mathematics and related subjects.

Twenty-four must be selected from courses in mathematics more advanced than Mathematics 221 and must include Mathematics 302 and Mathematics 342. At least twelve must be earned in the following fields:

Mathematics–Any 300 or 400 course undertaken in addition to the twenty-four credit requirement.
Physics–Any course in physics.
Astronomy–Any course in astronomy.
Philosophy–Philosophy 151, 244, 306, 344.
Chemistry–Chemistry 393, 394
Economics–Economics 361, 362, 371, 372
Statistics 302

Entering courses are Mathematics 101, Introduction to Mathematics 101; Mathematics 111, Mathematical Analysis; or Mathematics 121, Calculus I, according to the previous preparation of the student.

Mathematics 101–*Introduction to Mathematics.* (N/M)
A liberal arts course in mathematics. Topics include sets, logic, number theory, matrices and probability. Three credits.

Mathematics 111–*Mathematical Analysis.* (N/M)
A pre-calculus course. Emphasis is on elementary functions. Three credits.

Mathematics 121–*Calculus I.* (N/M)
Calculus of algebraic functions with applications. Three credits.

Mathematics 221–*Calculus II.* (N/M)
Advanced topics of calculus of algebraic functions and calculus of transcendental functions with applications. Three credits.

Mathematics 231–*Calculus III.* (N/M)
Solid analytics, multivariate calculus and infinite series. Three credits.

Mathematics 300—*Linear Methods.* (N/M)
The study of matrix algebra with emphasis on computational methods and elementary programming techniques. Three credits.

Mathematics 301, 302—*Higher Algebra.* (N/M)
Mappings, groups, rings, fields, vector spaces and linear transformations. Three credits each semester. Only in sequence.

Mathematics 312—*Differential Equations.* (N/M)
Ordinary differential equations with applications and an introduction to partial differential equations. Three credits.

Mathematics 341, 342—*Advanced Calculus.* (N/M)
Prerequisite: Mathematics 231. Three credits each semester.

Mathematics 412—*Complex Variables.* (N/M)
Prerequisite: Mathematics 342. Analytic functions, Cauchy-Riemann conditions, integration, power series, calculus of residues, conformal mappings, and applications. Three credits.

Mathematics 431, 432—*Higher Geometry.* (N/M)
Basic ideas and methods of higher geometry; the geometries associated with the projective group of transformation; applications of affine and metric geometries. Three credits each semester. Only in sequence.

Mathematics 441—*General Topology.*
Prerequisite: Mathematics 301. Point-set theory including connectedness, compactness, continuity, and metric space.

Mathematics 446—*Probability.* (N/M)
Definitions of probability, combinatorial analysis, combination of events, conditional probability, common distributions, random variables, and recurrent events. Three credits.

Mathematics 451, 452—*Numerical and Graphical Analysis.* (N/M)
Numerical and graphical methods applied to the following: solution of equations; interpolation; differentiation; integration; and solution of differential equations. Three credits each semester. Only in sequence.

Mathematics 491, 492, 493, 494—*Selected Topics in Mathematics.* (N/M)
A program of independent study under the direction of a member of the staff. Open to senior majors with the permission of the department. Three credits each semester.

MEDICAL TECHNOLOGY

A major program in medical technology is offered in cooperation with three institutions: the University of Virginia, Roanoke Memorial Hospitals, and Fairfax Hospital. A student completes three years (ninety-two credits) at Mary Washington College and a fourth year at one of the cooperating institutions. The full description is given under "Cooperative Programs," page 180.

MODERN FOREIGN LANGUAGES/ *Assistant Professor* John P. Bruckner, Chairman; *Professors* Bozicevic, Green, Hofmann, Hoge, E. Jones, Rivera, Stephenson; *Visiting Lecturer* Yotsukura; *Associate Professors* Ascari, Blessing, Herman; *Assistant Professors* Manolis, Merrill; *Instructors* Chaves, Quann, J. Warner; *Assistant Instructor* L. Mann.

Major programs are offered in French, German, and Spanish. Course sequences are available also in Italian, Portuguese, and Russian.

Students who choose a major program in a foreign language are expected to participate actively in the work of the departmental club promoting the use of that language.

French

Students who undertake a major program in French must take thirty-eight credits in French and related subjects. The program is arranged by the student, the adviser, and the department, and usually includes eighteen credits in advanced literature courses, six credits in French 301, 302, Studies in Language II, and two credits in French 411, 412, Advanced Conversation. The remaining twelve credits are chosen from additional advanced French courses, from courses of another language, or from related fields.

Each French major should reside for one session in the French house.

German

Students who undertake a major program in German must take thirty-eight credits in German and related subjects. The program is arranged by the student, the adviser, and the department, and usually includes eighteen credits of advanced literature courses, six credits in German 301, 302, Studies in Language, and two credits in German 411, 412, Advanced Conversation. The remaining twelve credits are chosen from additional advanced German courses, from courses of another language, or from related fields.

Spanish

Students who undertake a major program in Spanish must take thirty-eight credits in Spanish and related subjects. The program is arranged by the student, the adviser, and the department, and usually includes eighteen credits in advanced literature courses, six credits in Spanish 301, 302, Studies in Language II, and two credits in Spanish 411, 412, Advanced Conversation. The remaining twelve credits are chosen from additional advanced Spanish courses, from courses of another language, or from related fields.

Each Spanish major should reside for one session in the Spanish house.

Honors

A student may graduate with Honors in French, German, or Spanish by earning an overall grade point average of 3.0 and a grade point average of 3.25 in the major program, and by meeting one of the following criteria:

1. Completion of a two-semester independent research project counting three credits each semester, involving an Honors paper;
2. Completion of six credits in seminar work involving a research paper each semester;
3. Completion of three credits of seminar work involving a research paper, followed by a one-semester independent research project involving an Honors paper.

Students who plan to continue the study of a language they studied in high school are urged to enroll in a course in that language their first year in college. Experience shows that interruption of continuous study may seriously affect progress in a language.

Students who read, write, and speak a language other than English may receive credit only for advanced courses in that language.

Serious work in the language laboratory is considered an integral part of language study at the elementary and intermediate level. The foreign language is the language of the classroom for all courses numbered 200 and above. The first level will use the foreign language as much as student preparation and progress allow.

Entering courses in modern foreign languages can be on the 100, 200, or 300 level, according to the previous preparation of the student. Most often, students are placed in the appropriate course on the evidence of years of the language taken in high school (a student with two or three years ordinarily goes into the intermediate level, the student with four years into the literature level), supported by the scores on language proficiency tests.

French

French 101-102—*Beginning French.*
For students who enter college with fewer than two units in high school French. Five periods a week, two of which are laboratory periods. Six credits for the two semesters.

French 111, 112—*Beginning Pronunciation and Conversation.*
Prerequisite: French 101-102 or the equivalent. A basic or remedial course for serious students who lack the proficiency in French which would make them eligible for French 161-162. Two periods a week. One credit each semester.

French 151-152—*Intermediate French.*
Prerequisite: French 101-102 or the equivalent. Grammar review; varied reading; oral work with emphasis on the language laboratory. Six credits for the two semesters.

French 161, 162—*French Conversation.*
Prerequisite: Proof of proficiency at this level. A course offered especially for majors or those planning to live in the French House, but open to others with permission of the instructor. Two periods a week. One credit each semester.

PREREQUISITES FOR THE FOLLOWING COURSES ARE SATISFACTORY COMPLETION OF FRENCH 151-152, OR THE EQUIVALENT, OR PERMISSION OF THE INSTRUCTOR.

French 201—*Studies in Language I.*
Grammar and composition. Recommended for majors but does not count toward a French major. Three credits.

French 211, 212—*Intermediate Conversation I.*
Discussion of timely topics in French. Two periods a week. One credit each semester.

French 213—*French Phonetics.*
Introduction to intonation and phonetics, using the international phonetic symbols as applied to the French language. Recommended especially for prospective teachers of French. Two periods a week. One credit.

French 221, 222—*Studies in French Literature.* (L)
Selected readings from all periods of French literature. Three credits each semester.

French 301, 302—*Studies in Language II.*
Advanced grammar and composition. Translation. Required of majors. Others by permission of the instructor. Three credits each semester. Only in sequence.

French 311, 312—*Intermediate Conversation II.*
For students capable of special fluency. Two periods a week. One credit each semester.

French 315, 316—*French Civilization.* (S)
Prerequisite: French 151, 152 or the equivalent. Geography, history, and the political background of France and the French people. Three credits each semester.

French 321, 322—*Survey of French Literature.* (L)
Open only to French majors and to certain other students who have demonstrated unusual ability in the language. Lectures, reports, and selections from representative writers. Three credits each semester.

French 331—*Literature of the Middle Ages.* (L)
Three credits.

French 341—*Literature of the Sixteenth Century.* (L)
Three credits.

French 351—*Drama of the Seventeenth Century.* (L)
Three credits.

French 352—*Non-dramatic Literature of the Seventeenth Century.* (L)
Three credits.

French 361—*The Literature of Eighteenth Century Philosophers.* (L)
Three credits.

French 362—*The Theater and the Novel of the Eighteenth Century.* (L)
Three credits.

French 371—*The Novel of the Nineteenth Century.* (L)
Three credits.

French 373—*Nineteenth Century Romanticism in the Theater and in Poetry.* (L)
Three credits.

French 374—*Nineteenth Century Post-Romantic Theater and Poetry (The Parnasee and Symbolism).* (L)
Three credits.

French 381—*The Novel of the Twentieth Century.* (L)
Three credits.

French 382—*Twentieth Century Poetry.* (L)
Three credits.

French 383—*Twentieth Century Theater.* (L)
Three credits.

French 395, 396—*French Literature in Translation.* (L)
Taught in English. Not to be credited toward a French major, but may count as a basic requirement in literature. Three credits each semester.

French 411, 412—*Advanced French Conversation.*
Required of majors unless excused after examination by the department. Two periods a week. One credit each semester.

French 420's through 470's— (L)
Senior seminars in the literature of successive centuries, the 420's on the Middle Ages, the 430's on the Sixteenth Century, etc., through the 470's on the Twentieth Century.

French 491, 492—*Independent Study.*
Individual study under the direction of a member of the staff. Three credits a semester for not more than two semesters. By permission of the department.

French for Graduate Reading Examination.
An intensive non-credit course in reading French offered to individuals working on graduate degrees. It is designed to prepare the individual for foreign language examinations given to fulfill requirements toward a Masters or Ph.D. degree.

German

German 101-102—*Beginning German.*
For students who enter college with fewer than two units in high school German. Five periods a week, two of which are laboratory periods. Six credits for the two semesters.

German 111, 112—*Beginning Conversation.*
Prerequisite: German 101-102 or proof of proficiency at this level. Two periods a week. One credit each semester.

German 151-152—*Intermediate German.*
Prerequisite: German 101-102 or the equivalent. Grammar review; reading of modern German texts; oral work with emphasis on the language laboratory. Six credits for the two semesters.

PREREQUISITES FOR THE FOLLOWING COURSES ARE SATISFACTORY COMPLETION OF GERMAN 151-152, OR THE EQUIVALENT, OR PERMISSION OF THE INSTRUCTOR.

German 211, 212—*Intermediate Conversation.*
Two periods a week. One credit each semester.

German 215, 216—*German Culture and Institutions.* (S)
The development of German culture with emphasis on ethnic, political, and artistic aspects. Three credits each semester.

German 221, 222—*Survey of German Literature.* (L)
A study of selected texts of the literary background of the German people. Three credits each semester.

German 301, 302—*Studies in Language.*
Advanced grammar and composition. Translation. Required of majors. Others by permission of the instructor. Three credits each semester. Only in sequence.

German 321, 322—*German Literature from the Earliest Times through the Eighteenth Century.* (L)
Emphasis on the epic of the Middle Ages, the literature of the Baroque Period and the Age of Enlightenment. Three credits each semester.

German 371, 372—*German Classicism and Romanticism* (L)
Fall semester: literature of the classic movement; spring semester; literature of the romantic schools. Three credits each semester.

German 373, 374—*Nineteenth Century Literature.* (L)
Lectures, readings, and reports. Three credits each semester.

German 381, 382—*Modern German Literature.* (L)
A study of representative works from 1890 to the present. Three credits each semester.

German 395, 396—*German Literature in Translation.* (L)
Taught in English. Not to be credited toward a German major, but may count as a basic requirement in literature. Three credits each semester.

German 411, 412—*Advanced Conversation.*
Required of majors unless excused after examination by the department. Two periods a week. One credit each semester.

German 491, 492—*Independent Study.*
Individual study under the direction of a member of the staff. Three credits a semester for not more than two semesters. (By permission of the department.)

German for Graduate Reading Examinations.
An intensive non-credit course in reading German offered to individuals working on graduate degrees. It is designed to prepare the individual for foreign language examinations given to fulfill requirements toward a Master's or Ph.D. degree.

Italian

Italian 101-102—*Beginning Italian.*
For students who enter college with fewer than two units in high school Italian. Five periods a week, two of which are laboratory periods. Six credits for the two semesters.

Italian 151-152—*Intermediate Italian.*
Prerequisite: Italian 101-102 or the equivalent. Grammar review; readings of selected texts; collatoral reading; oral work with emphasis on the language laboratory. Six credits for the two semesters.

PREREQUISITE FOR THE FOLLOWING COURSES ARE SATISFACTORY COMPLETION OF ITALIAN 151-152, OR THE EQUIVALENT, OR PERMISSION OF THE INSTRUCTOR.

Italian 201—*Studies in Language.*
Grammar and composition. Three credits.

Italian 211, 212—*Intermediate Conversation.*
Two periods a week. One credit each semester.

Italian 221, 222—*Modern Italian Literature.* (L)
A study based on Italian texts of the late nineteenth and twentieth centuries. Three credits each semester.

Italian 271, 272—*Nineteenth Century Literature.* (L)
Readings from Italian literature with emphasis on the novel and drama of the nineteenth century. Three credits each semester.

Italian 295, 296—*Dante and the Great Masterpieces of the Italian Renaissance in Translation.* (L)
Taught in English. First semester: a study of Dante's *Divine Comedy* and the early Italian poets. Second semester: great literary masterpieces of the Renaissance. Three credits each semester.

Italian 321, 322—*Literature and Civilization.* (L)
A study based on Italian texts of the literary and cultural history of the Italian people. Three credits each semester.

Italian 431, 432—*Dante.* (L)
A study of Dante's *Divine Comedy* and the early Italian poets. Three credits each semester.

Italian 491, 492—*Independent Study.*
Individual study under the direction of a member of the staff. Three credits a semester for not more than two semesters (By permission of the department.)

Portuguese

Portuguese 101-102—*Beginning Portuguese.*
For students who enter college with fewer than two units in high school Portuguese. Five periods a week, two of which are laboratory periods. Six credits for the two semesters. To be offered on demand.

Portuguese 151-152—*Intermediate Portuguese.*
Prerequisite: Portuguese 101-102 or the equivalent. Grammar review; reading and discussion of modern Brazilian literature; conversation;

oral work with emphasis on the language laboratory. Six credits for the two semesters. To be offered on demand.

Portuguese 491, 492—*Independent Study.*
Individual study under the direction of a member of the staff. Three credits a semester for not more than two semesters. (By permission of the department.)

Russian

Russian 101-102—*Beginning Russian.*
For students who enter college with fewer than two units of high school Russian. The basic vocabulary and fundamental grammatical structure of the language; practice in conversation and reading of easy Russian texts. Five periods a week, two of which are laboratory periods. Six credits for the two semesters.

Russian 151-152—*Intermediate Russian.*
Prerequisite: Russian 101-102 or the equivalent. Grammar review; reading of selected texts from modern prose writers; oral work with emphasis on the language laboratory. Six credits for the two semesters.

Russian 211, 212—*Russian Conversation.*
Prerequisite: Russian 101-102 or proof of proficiency at this level. One credit each semester. To be offered on demand.

PREREQUISITES FOR THE FOLLOWING COURSES ARE SATISFACTORY COMPLETION OF RUSSIAN 151-152, OR THE EQUIVALENT, OR PERMISSION OF THE INSTRUCTOR.

Russian 221, 222—*Introduction to Russian Literature and Civilization.*
Readings and discussion of excerpts and short works with emphasis on nineteenth century literary masters and their times. Three credits each semester.

Russian 381, 382—*Soviet Russian Literature.* (L)
Reading and analysis of representative works by Soviet Russian writers such as Gor'kii, Sholokhov, Maiakovskii, Leonov, Fadeev, Pasternak, and others. Three credits each semester.

Russian 391, 392—*Independent Study.*
Individual study under the direction of a member of the staff. Three credits a semester for not more than two semesters. (By permission of the department.)

Russian 395—*Russian Literature in English Translation—Nineteenth Century.* (L)
No knowledge of Russian required. Core course for Russian Studies major. Readings, discussions, and lectures with emphasis on nineteenth century writers – Pushkin, Lermontov, Gogol, Turgenev, Dostoevskii, Tolstoi and others. Three credits.

Russian 396—*Russian Literature in English Translation—Twentieth Century.* (L)
No knowledge of Russian required. Core course for Russian Studies major. Readings, discussions, and lectures with emphasis on twentieth century writers – Gor'kii, Blok, Bulgakov, Zamiatin, Sholokhov, Leonov, Fadeev, Pasternak, Evtushenko, Soxlhenitsyn, and others. Three credits.

Spanish

Spanish 101-102—*Beginning Spanish.*
For students who enter college with fewer than two units of high school Spanish. Five hours a week, two of which are laboratory periods. Six credits for the two semesters.

Spanish 111, 112—*Beginning Conversation.*
Prerequisite: Spanish 101-102 or the equivalent. Two periods a week. One credit each semester.

Spanish 151-152—*Intermediate Spanish.*
Prerequisite: Spanish 101-102 or the equivalent. Grammar review; varied readings; oral work with emphasis on the language laboratory. Six credits for the two semesters.

PREREQUISITES FOR THE FOLLOWING COURSES ARE SATISFACTORY COMPLETION OF SPANISH 151-152, OR THE EQUIVALENT, OR PERMISSION OF THE INSTRUCTOR.

Spanish 201—*Studies in Language I.*
Grammar and composition. Recommended for majors but does not count toward a Spanish major. Three credits.

Spanish 211, 212—*Intermediate Conversation.*
A course offered especially for majors or those living in the Spanish House, but open to others with the permission of the instructor. Two periods a week. One credit each semester.

Spanish 221, 222—*Introduction to Spanish Literature.* (L)
Readings from the work of great writers of various periods. Three credits each semester.

Spanish 223, 224—*Introduction to Spanish-American Literature.* (L)
Selected readings from the works of great writers of various periods. Three credits each semester.

Spanish 301, 302—*Studies in Language II.*
Advanced grammar and composition. Translation. Required of majors. Others by permission of the instructor. Three credits each semester. Only in sequence.

Spanish 315—*Spanish Civilization.* (S)
A survey of Spanish history and institutions, with attention devoted to ethnic, political, and artistic aspects. Three credits.

Spanish 316—*Spanish American Civilization.* (S)
A survey of Spanish American history and institutions. Three credits.

Spanish 321, 322—*Survey of Spanish Literature.* (L)
Open to Spanish majors and to certain other students who have demonstrated unusual ability in the language. Lectures, reports, and selections from representative writers. Three credits each semester.

Spanish 323—*Spanish American Literature of the Seventeenth and Eighteenth Centuries.* (L)
Three credits.

Spanish 325—*Poetry of Spain.* (L)
Three credits.

Spanish 331—*Literature of the Middle Ages and The Renaissance.* (L)
Three credits.

Spanish 341—*Spanish American Literature of the Period of the Conquest.* (L)
Three credits.

Spanish 351, 352—*Drama and Poetry of the Golden Age in Spain.* (L)
Three credits each semester.

Spanish 362—*Spanish Literature of the Eighteenth Century.* (L)
Three credits.

Spanish 371—*Nineteenth Century Romanticism.* (L)
Three credits.

Spanish 372—*Post-Romantic Drama and Poetry.* (L)
Three credits.

Spanish 373, 374—*The Novel of the Nineteenth Century.* (L)
Three credits each semester.

Spanish 375, 376—*Nineteenth Century Literature in Spanish America.* (L)
Three credits each semester.

Spanish 395, 396—*Spanish Literature in Translation.* (L)
Taught in English. Not to be credited toward a Spanish major, but may count as basic requirement in literature. Three credits each semester.

Spanish 411, 412—*Advanced Conversation.*
Required of majors unless excused after examination by the department. Two periods a week. One credit each semester.

Spanish 421, 422—*Readings in Spanish.* (L)
Open to seniors with permission of the department. Three credits each semester.

Spanish 451, 452—*The Novel of the Golden Age in Spain.* (L)
Three credits each semester.

Spanish **471**—*The Drama of the Twentieth Century.*
Three credits.

Spanish **472**—*Poetry of the Twentieth Century.* (L)
Three credits.

Spanish **473, 474**—*Twentieth Century Prose.* (L)
Three credits each semester.

Spanish **475, 476**—*Twentieth Century Literature of Spanish America.* (L)
Three credits each semester.

Spanish **491, 492**—*Independent Study.*
Individual study under the direction of a member of the staff. Three credits each semester for not more than two semesters. (By permission of the department.)

MUSIC/ *Associate Professor* Anne F. Hamer, Chairman; *Associate Professors* Baker, Chauncey, Houston, Lemoine; *Instructors* Bailey, Chalifoux, M. Fickett, McCarty, Reinburg, Sabine.

A major program in music requires that a student pass a preliminary audition and a basic test, earn a minimum of thirty-six credits in music above the introductory level (181-184), demonstrate functional proficiency in piano, and acquire the ability to perform well in some field of performance. It is expected that a music major will pursue the study of voice and/or an instrument during each of the college years, and will also participate in ensemble groups.

The course sequence, Music 181-184, prerequisite to the required courses, is not scored in the major program and can be used to fill a basic requirement in humanities. Of the thirty-six credits in the major program, twenty-two must be taken in the following courses:

Music 281, 283	Principles of Harmony II	6 credits
Music 282, 284	Harmonic Skills II	2 credits
Music 305, 306	History of Music	6 credits
Music 381, 382	Counterpoint	4 credits
Music 481, 482	Musical Structure	4 credits

The other fourteen credits are chosen from the department offerings in consultation with the student's departmental adviser.

Non-music majors may choose any music courses provided they meet any prerequisite courses. There are no fees for studio music.

The College-Community Orchestra is made up of students and community instrumentalists who enjoy playing and performing orchestral repertoire. Rehearsals are held on Tuesday evenings at 7:00 p.m. Open to any qualified instrumentalist.

The College also sponsors a madrigal group.

Students interested in majoring in music should take the prerequisite course sequence 181-184 during the freshman year. The prospective major should also take piano during the first year.

Music majors may take courses in music in addition to those required by the major program. These courses will be considered as electives in fulfilling degree requirements. Each student majoring in music should plan his work in consultation with a departmental adviser.

Music majors wishing to qualify for a Virginia teaching certificate should consult the chairman of the Department of Music and the chairman of the Department of Education to make certain that they take the necessary course. These include three hours in Child Psychology or Adolescent Psychology; six semester hours in School Music; six semester hours in Supervised Teaching of Music; a combined total of twelve hours in Mathematics and Natural Science courses; and two hours of Health.

Also required are eighteen hours in performance instruction. This includes courses in conducting or instrumental classes, individual instruction in studio music, and participation in chorus or ensemble groups. Eight hours in a major, and three in a minor performing area are also required. It is advisable that piano, instrument, and/or voice lessons be started in the first semester.

A double major with music and another major program is possible.

The Department of Music is a member of the National Association of Schools of Music.

For qualified seniors, the Department of Music offers the opportunity to do Honors work. See Music 501, 502 at the end of the course listings.

Music 181-184, a four-course sequence taken in one year, is prerequisite to courses in Theory of Music. Prospective music majors should take this sequence in the freshman year.

Theory of Music

Music 181, 182—*Principles of Harmony I.* (H)
Emphasis on the fundamentals of music (musical terms, rhythm, notation, construction of intervals and scales, key signatures), concepts of chord structure, progression, and function, with practical application of these basics at the keyboard. Figured bass, melodies, and creative work. 181, two periods a week. One credit. 182, three periods a week. Three credits. Only in sequence.

Music 183, 184—*Harmonic Skills I.* (H)
Development of aural and written skills in identifying intervals, as well as major, minor, diminished, and augmented chords. Emphasis on melodic and harmonic dictation, rhythmic drill, and sight-singing. 183, three periods a week. Three credits. 184, two periods a week. One credit.

Music 181 and 183 must be taken concurrently in the first semester; Music 182 and 184 concurrently in the second semester.

Music 281, 282—*Principles of Harmony II.* (H)
Prerequisite: Music 181-184. Functional and non-functional uses of various altered chords are discussed along with early theoretical treatises. Emphasis also placed on twentieth-century concepts of Hindemith and Schoenberg. Three periods a week. Three credits. Only in sequence.

Music 283, 284—*Harmonic Skills II.* (H)
A continuation of 183, 184. Two periods a week. One credit.

Music 281 and 283 must be taken concurrently in the first semester; Music 282 and 284 in the second semester. In sequence only.

Music 381—*Strict Counterpoint.* (H)
Prerequisite or co-requisite: Music 281. Principles of strict contrapuntal writing are discussed and employed in all five species. Two periods a week. Two credits.

Music 382—*Free Counterpoint.* (H)
Prerequisite: Music 381. Free contrapuntal writing techniques, including invertible counterpoint at the octave, tenth, and twelfth. Invention and fugal writing covered along with visual analysis of various composers' works. Two periods per week. Two credits.

Music 395—*Orchestration.* (H)
Prerequisite or co-requisite: Music 281-283. Techniques of instrumental scoring considered historically and creatively. Offered first semester in alternate years; offered in 1974-75.

Music 481, 482—*Musical Structure.* (H)
Prerequisite or co-requisite: Music 381. Structural and harmonic analysis of both large and small forms of composition. Two periods per week. Two credits each semester. Only in sequence.

Music 495, 496—*Composition.* (H)
Prerequisite or co-requisite: Music 281-283. Creative work in smaller forms. Correlative study of traditional and contemporary compositional practices. Two periods a week. Two credits each semester. Only in sequence.

History and Literature of Music

Music 111—*Survey of Baroque and Classic Music.* (H)
A broad but non-technical survey of music's relationship to the other arts and general culture from 1600-1825. The lives and principal works of leading composers from the time of Monteverdi and Palestrina to the Classic masters. Haydn, Mozart, and Beethoven are covered. Topics included are vocal polyphony, both sacred and secular; opera; instrumental music, including the development of the symphony; choral music; concerto; and chamber music. Creative listening to music rather than reading about music is stressed. Three credits.

Music 112—*Survey of Romantic and Modern Music.* (H)
Starting with Romanticism in music and such composers as Schubert, Schumann, and Chopin, music's development (including Impressionism and today's Avant-garde) are considered. General classifications include: the art song; solo piano; sonata; chamber music; concerto; nineteenth and twentieth century symphony and tone poem; choral music; and opera. Three credits.

Although desirable, previous knowledge of music is not necessary for either Music 111 or 112.

Music 291—*History of Musical Instruments.* (H)
A study of the evolution of musical instruments in western culture from antiquity through the present day with emphasis on performance practices of the times and their relationships to the symphony orchestra. Two periods a week. Two credits. First semester. Offered alternate years; not offered 1974-75.

Music 292—*Introduction to Electronic Music.* (H)
Prerequisite: Permission of the instructor. The study of electronic music with emphasis on its historical development, current status, physical concepts, language, and compositional techniques as they apply to synthesized music. Two class periods and one laboratory period a week. Three credits. Offered each semester.

Music 305, 306—*History of Music.* (H)
Study of the development of music from ancient to modern times with special correlation of historical and cultural trends. Three credits. Only in sequence.

Music 315—*Twentieth Century Music.* (H)
Prerequisite: One semester chosen from Music 111, 112, 305, 306, or permission of the instructor. The study of twentieth century practices in musical composition and their relationships to the historical developments in music. Offered first semester. Three credits.

Music 316—*History of Jazz.* (H)
A study of the development of jazz, including nineteenth-century minstrel songs, and later forerunners of jazz, such as ragtime and the blues, Dixieland, Chicago style, Harlem Boogie Woogie, and later styles which evolved from jazz; the Big Band Era of the 1930's; bop, cool jazz and rock, and the distinguishing characteristics of each, as well as the composers and performers who made the styles famous. Second semester. Two periods a week. Two credits.

Music 406—*Choral Literature.* (H)
Study of sacred and secular choral literature, including both vocal and interpretative principles. Consideration of textual and musical content. Open to non-music majors by permission of instructor. Second semester. Two periods a week. Two credits.

Music 415, 416—*History of Opera.* (H)
Literary and musical development of the opera. staging and scenic devices. Comparison of operatic styles through study and listening. Two periods a week. Two credits each semester. Only in sequence.

Performance

Music 01—*Woodwind Ensemble.*
Performance experience in representative compositions from all periods of music. The ensemble presents an informal program each semester. Open to all woodwind players by audition. Two periods a week. One credit each semester.

Music 02—*Chorus.*
The Mary Washington College Chorus provides students with the opportunity to study and perform selected repertoire for women's voices representative of all periods of music literature. At least two local concerts, with some out-of-town programs, are presented each year. Open by audition. Two periods a week. One credit each semester.

Music 03—*Orchestral Ensemble.*
The study and performance of orchestral literature from all periods of music literature. This group serves as a nucleus for the College-Community Orchestra. Open to all instrumentalists by audition. Two periods a week. One credit each semester.

The College-Community Orchestra is made up of students and community instrumentalists who enjoy playing and performing orchestral repertoire. Open to any qualified instrumentalist.

A combined maximum of six hours in ensemble participation is credited towards graduation. All credits beyond this will be counted over and above the 122 hours required for graduation.

Music 04-015—*Studio Music.*
Individual lessons (based upon placement audition) are offered advanced players in orchestral instruments (including harp), organ, piano, and voice. Lessons are one half-hour with six hours practice per week for one credit, or one hour lesson with twelve hours practice per week for two credits.

A maximum of twelve hours in individual instruction is allowed toward the degree. However, all credits beyond this will be credited over and above the 122 hours required for graduation.

04 Clarinet; 05 Flute; 06 Harp; 07 Oboe; 08 Organ; 09 Piano; 010 Voice; 011 Violin; 012 Viola; 013 Violoncello; 014 Double Bass; 015 French Horn.

Instructors in individual lessons are: Mrs. Anne F. Hamer, violoncello and piano; Mrs. Martha V. Fickett, Mr. Levin Houston, and Mr. Bernard C. Lemoine, piano; Mr. Roger W. Bailey and Mrs. Yvonne M. Sabine, voice; Mr. James E. Baker, woodwinds and brass; Mrs. Peggy K. Reinburg, organ; Mr. C. Stanley McCarty, strings, and Miss Jeanne D. Chalifoux, harp.

A full-time student does not pay additional fees for studio music.

Music 091, 092—*Class Piano I and II.*
Group instruction in piano for beginners with emphasis on development of basic keyboard facility through study of traditional graded material; study and discussion of problems in clef reading, hand position, fingering, pedalling, and technique. Admission to 092 based upon results of a placement audition or successful completion of 091. Two periods a week. One credit each semester.

Music 093, 094—*Class Piano III and IV.*
For intermediate students. Includes study of elementary and intermediate works from standard piano repertoire, with emphasis on interpretation and ensemble; continued technical training. Admission based upon results of a placement audition, or successful completion of previous semester's course. Two periods a week. One credit each semester.

Music 101, 102—*Class Voice I and II.*
The study of voice for beginners with emphasis on the fundamentals of singing technique, including posture, breathing and breath control, tone production, diction and resonance, together with performance techniques, including phrasing, dynamics, interpretation, and stage deportment. Repertoire will include folk songs, ballads, spirituals, and easy art songs in English. Admission by audition, or successful completion of first semester course. Two periods a week. One credit each semester.

Music 103, 104—*Class Voice III and IV.*
The study of voice for intermediate students with emphasis on perfecting the techniques learned in 101 and 102, agility and flexibility, extending range and dynamics. Repertoire emphasis will be on early Italian and English song literature (103) and on songs of the Baroque and Classic periods (104). Admission based upon results of a placement audition, or successful completion of previous course. Two periods a week. One credit each semester.

Music 171, 172—*Woodwind and Percussion Instruments.*
Class study of playing techniques on woodwind and percussion instruments, including reference to their historical development and literature. Two periods a week. One credit each semester. Offered alternate years; not offered 1974-75. Only in sequence.

Music 173, 174—*Brass and Percussion Instruments.*
Class study of playing techniques on brass and percussion instruments, including reference to their historical development and literature. Two periods a week. One credit each semester. Offered alternate years; not offered 1974-75. Only in sequence.

Music 175, 176—*String Instruments.*
Class study of playing techniques on string instruments, including reference to their historical development and literature. Two periods a week. One credit each semester. Offered alternate years; offered 1974-75. Only in sequence.

Music 285, 286—*Keyboard Ensemble.*
A course to give the keyboard player experience in ensemble playing through the study and performance of literature for four hands (duet and two-piano), piano accompaniments for voice and instruments, and sight-reading. Two periods a week. One credit.

Music 321—*Choral Conducting.*
Prerequisite or co-requisite: Music 281, 283. Principles and techniques of conducting, including the study of materials, arranging for varied vocal groups, and program planning. First semester. Two periods a week. Two credits.

Music 322—*Instrumental Conducting.*
Prerequisite or co-requisite: Music 281, 283. Principles and techniques of conducting, including the study of materials, arranging for miscellaneous instrumental groups, and program planning. Second semester. Two periods a week. Two credits.

Special Courses

Music 301: 311, 312—*School Music.*
The objectives and processes of teaching music with emphasis on conceptual learning and development of teacher competencies. Contemporary methods such as Orff and Kodaly will be explored.

Music 301 is for non-music majors planning to teach in the elementary grades. First semester. Two periods a week. Two credits.

Music 311, 312 is for music majors preparing to teach music in elementary (311) and secondary (312) schools. Three periods a week. Three credits.

Music 491, 492—*Independent Study.* (H)
Individual study under the direction of a member of the music department faculty. Details may be obtained from the chairman. Two or three credits each semester. By permission of the department.

Music 500, 501—*Honors.* (H)
A music major may graduate with Honors in Music by fulfilling certain criteria. Details may be obtained from the chairman. By permission of the department.

PHILOSOPHY/ *Professor* George M. Van Sant, Chairman; *Assistant Professors* Bonyhard, Snyder.

Students who choose a major program in philosophy must complete twenty-four credits in philosophy and twelve credits in related subjects, chosen in consultation with the student's adviser. Majors in philosophy are expected to include at least four or five of the following courses comprising the history of philosophy: Philosophy 321, 322, 371, 372, 373. In addition, majors are expected to take either Philosophy 151 or 306.

A program of independent study (tutorial) is offered to any qualified student upon approval by the department. This may be specialization in the work of a single philosopher or an investigation of a specific philosophical problem. Students concentrating in other subject areas are encouraged to consider philosophy as a second major program, thereby achieving depth and variety in their college work.

Highly qualified majors are encouraged to consider reading for Honors in philosophy.

Philosophy 111—*Introduction to Philosophy.* (H)
A survey of some basic philosophical questions concerning man, his place in the universe, his knowledge, moral action, and belief in a Supreme Being. Offered each semester. Three credits.

Philosophy 151—*Introduction to Logic and Language.* (H)
An examination of the valid forms of reasoning. The course is designed to introduce the arts and sciences student to deductive and inductive systems, the manner in which logical systems interact, and the problems of meaning, truth, and definition. Offered each semester. Three credits.

Philosophy 211—*Ethical Studies.* (H)
A study of the status and justification of moral judgments, the nature of disagreements in moral issues, and contemporary examinations of the language used in ethical theories. Three credits.

Philosophy 212—*Aesthetics.* (H)
An examination of a variety of attempts to validate norms of taste and of criticism. Attention is given to problems specific to particular art forms, as well as to the more general theories about the nature of art and of responses to it. Three credits.

Philosophy 244—*Philosophy of Science.* (H)
A survey of modern philosophical writing about scientific presuppositions, about the methods and language of scientists, and about the impact of science on other philosophical problems. Three credits.

Philosophy 304—*American Philosophy.* (H)
A survey of American thought with special emphasis on the work of Peirce, James, and Dewey. Three credits.

Philosophy 306—*Advanced Logic.* (H)
Theory of formal systems; applied criteria of consistency, completeness and decisional procedures. The development of quantification theory. Godel's proof, approaches to the justification of logic, and

other topics in symbolic logic. Prerequisite: Philosophy 151 or completion of six hours in mathematics. Three credits.

Philosophy 321—*Greek Philosophy.* (H)
A study primarily of selected works of Plato and Aristotle with special attention given to the origin and development of epistemological and metaphysical problems. Three credits.

Philosophy 322—*Medieval Philosophy.* (H)
A survey of scholastic philosophy. Special consideration is given to the works of Augustine, Thomas Aquinas, and William of Ockham. Three credits.

Philosophy 343—*Existentialism.* (H)
A study of recent philosophical developments in the continental European tradition. Includes such writers as Kierkegaard, Nietzsche, Heidegger, Marcel, Merleau-Ponty, Jaspers, and Sartre. Three credits.

Philosophy 344—*History of Scientific Thought.* (H)
A study of the classics in the development of scientific thinking. Special attention is given to the significant discoveries, the methods and the presuppositions which have characterized the different phases of the development of science. Prerequisite: Eight semester hours of laboratory science. Three credits.

Philosophy 361—*Metaphysics.* (H)
A study of problems such as being, reality, space, time, causality, chance, freedom, and identity that are basic to an intellectual comprehension of the universe. Three credits.

Philosophy 371—*Seventeenth and Eighteenth Century Philosophy.*(H)
A survey of major thinkers from Descartes to Hume, with particular emphasis on the relation and contributions of these thinkers to contemporary thought. Three credits.

Philosophy 372—*Kant.* (H)
A systematic study of selected major works of Immanuel Kant. The impact of Kant's thought on subsequent philosophical views is emphasized. Three credits.

Philosophy 373—*Nineteenth and Twentieth Century Philosophy.* (H)
A critical consideration of major thinkers and movements from the late nineteenth century to the present. Three credits.

Philosophy 420—*Contemporary Epistemology.* (H)
An examination of contemporary approaches to and problems about the nature of knowledge. Topics will include perception, meaning, the

analytic-synthetic distinction, ontological commitment, etc. Three credits.

Philosophy 481—*Readings in Philosophy.* (H)
Open to all philosophy majors and otherwise qualified students of junior and senior status who desire to become more familiar with the philosophical literature in a field previously selected by the Department of Philosophy after consultation with students. Emphasis is upon intensive reading, with group discussion of the selections read. Three credits.

Philosophy 491, 492—*Independent Study.* (H)
Tutorial under the direction of a member of the staff. Three to six credits. By permission of the department.

POLITICAL ECONOMY

See Economics and Political Science.

POLITICAL SCIENCE

See Economics and Political Science.

PRE-FOREIGN SERVICE

This interdepartmental major program is described on page 176. It offers the student the opportunity to organize a program concentrating on international affairs, selecting courses from philosophy, literature, and the social sciences.

PRE-MEDICAL, PRE-DENTAL PROGRAMS

Students interested in applying to medical and dental school should follow the program outlined on page 67.

PRE-NURSING, PRE-PHYSICAL THERAPY

Students interested in nursing, physical therapy, and several other health-related professions (pharmacy, veterinary medicine) can study for two years at Mary Washington College, filling requirements for application to the institution that gives the specialized training. Information on the two most popular planned-transfer programs, pre-nursing and pre-physical therapy, begins on page 183. If interests or plans change, the student in a planned-transfer program can move into the Mary Washington College degree program.

PHYSICS/ *Associate Professor* Bulent I. Atalay, Chairman; *Associate Professor* Nikolic; *Assistant Professor* Nath; *Instructor* Pitts.*

A major program in physics requires twenty-four credits in physics beyond Physics 151, 152, General Physics, and must include Physics 251, 252, Mechanics, and Physics 391, 392, Electricity and Magnetism. Also, it includes six credits in Mathematics 121, 221, or 231, Calculus I, II, or III.

Students interested in working for Honors in Physics should consult with the chairman of the department.

Physics 151, 152 or 101, 102 are prerequisite to courses on the 200 level and above. Students who take 101, 102 will need a course in calculus before taking advanced courses.

Physics 101, 102—*General Physics.* (N/M)
An introductory course in general physics, for non-science oriented students, stressing conceptual rather than mathematical aspects. Three single and one double period a week. Four credits each semester.

Physics 151, 152—*General Physics.* (N/M)
Corequisite: Mathematics 221 or equivalent. Three periods and one double period a week. Four credits each semester.

Physics 211—*Modern Physics I: Atomic Physics.* (N/M)
Foundations of quantum mechanics, atoms with one electron, multi-electron atoms, molecules, solids. First semester. Four credits.

Physics 212—*Modern Physics II: Nuclear Physics.* (N/M)
Nuclear structure, static and dynamic properties; and fundamental particles. Second semester. Four credits.

Physics 251—*Classical Mechanics I.* (N/M)
Prerequisite: Physics 102 or 152 or equivalent; and Mathematics 221. Kinematics and dynamics of a mass particle, conservation laws, central forces, generalized coordinates, Lagrange and Hamiltonian methods. First semester. Three credits.

Physics 252—*Classical Mechanics II.* (N/M)
Prerequisite: Physics 251 or equivalent. Kinematics and dynamics of a rigid body, Hamilton's equations of motion, small oscillations, special theory of relativity. Second semester. Three credits.

* On leave of absence, 1973-74.

Physics 391, 392—*Electricity and Magnetism.* (N/M)
Prerequisite: Mathematics 221, Physics 152 or 252. A survey of the foundations of electromagnetic theory; including electrostatics, electromagnetic induction, Maxwell's equations, special theory of relativity and elementary circuit theory (AC and DC). Emphasis will be on lectures and limited laboratory demonstrations. Three credits each semester.

Physics 393—*Optics.* (N/M)
Prerequisite: Mathematics 221. An introduction to the theory of physical optics (Huygen's wave model of light) as applied to interference diffraction, polarization, phase and group velocity of light. Course includes both lectures and a laboratory based on the observation and interpretation of basic optical effects. Three periods and one laboratory per week. First semester. Three credits.

Physics 394—*Electronics.* (N/M)
Prerequisite: Physics 391. An introduction to the theory and operation of electronic instruments and basic circuits. The course will include a discussion of electrical measurements and measuring instruments, and basic circuit analysis (power supplies, amplifiers, oscillators, switching and timing circuits) using both vacuum tubes and transistors. Limited lectures with emphasis on laboratory work. Second semester. Three credits.

Physics 401, 402—*Methods of Theoretical Physics.* (N/M)
Prerequisite: Mathematics 221. Vectors and matrices, coordinates, functions of a complex variable, differential equations and application, Fourier and Laplace transformations, special functions in physics, finite and infinite dimensional vector spaces, variational methods, tensors, group theory. Three credits each semester.

Physics 451—*Thermal Physics I: Thermodynamics.* (N/M)
Prerequisite: Mathematics 221. Temperature, thermodynamic states and variables, the laws of thermodynamics, entropy, thermodynamic potentials, change of phase. Three credits.

Physics 452—*Thermal Physics II: Statistical Mechanics.* (N/M)
Prerequisites: Ensembles, microcanonical, canonical, and grand-canonical distributions, Maxwell-Boltzman, Bose-Einstein, and Fermi-Dirac distributions. Three credits.

Physics 471, 472—*Quantum Mechanics.* (N/M)
Prerequisite: Physics 252. The concepts and formulation of quantum physics. Quantum mechanics, the Hamiltonian operator, and Schrodinger's equation, the harmonic oscillator, matrix formulation of quantum mechanics, angular momentum, scattering theory, perturbation

theory, multi-particle systems. Three credits each semester. Only in sequence.

Physics 473—*Solid State Physics.* (N/M)
Crystal structure, diffraction, reciprocal lattice, elastic constants and elastic waves, phonons, thermal properties, Fermi gas model, energy bands, semi-conductor crystals, superconductivity. First semester. Three credits.

Physics 476—*Nuclear Physics.* (N/M)
Prerequisites: Physics 212. Corequisite: Physics 471, 472. Mass, size, and constitution of nuclei, nuclear models, two-body forces, scattering reactions, introduction to elementary particles. Second semester. Three credits.

Physics 471, 472—*Physics Seminar.* (N/M)
Open to third and fourth year physics students only. One period per week. One credit each semester.

Physics 491, 492—*Independent Study.* (N/M)
Open to senior physics majors only. Three credits each semester.

Physics 501, 502—*Honors in Physics.* (N/M)
Open to senior physics majors, who have satisfied the required grade-point average. Two credits each semester. Only in sequence.

PORTUGUESE

See Modern Foreign Languages.

PSYCHOLOGY/ *Associate Professor* Roy B. Weinstock, Chairman; *Associate Professors* M.A.K. Kelly, MacEwen, Rabson; *Assistant Professors* Bill, Bresler, Butzine, Gushurst, Mery, Smith.

A major program in psychology requires thirty-six credits—twenty-four in psychology courses beyond the prerequisite course 201, 202, and twelve in related fields of study. Statistics (either Psychology 261 or 262); Psychology 421, History of Psychology; and one semester of experimental or physiological psychology are required of all majors. The twelve hours from related fields of study should be selected by the student in consultation with his departmental adviser.

A student may graduate with Honors in Psychology by meeting the following criteria:

1. An overall gradepoint average of 3.0 and a gradepoint average of 3.25 in psychology must be attained by the end of seven semesters' work.
2. Readings with three different psychology staff members in three different areas which will be selected by the student's adviser and the department chairman. Readings can begin no earlier than the second semester of the student's junior year, and initiated no later than the first semester of the student's senior year. Each staff member involved will formally assess the student's performance at the end of the Readings course. A minimum grade of B must be earned. Three credits taken in Psychology 491.
3. Independent research (library or empirical) on a problem of interest to the student. Thesis required. A minimum grade of B must be earned. Three or four credits taken in Psychology 491.
4. Acceptable oral defense of independent research project with psychology staff invited.

Psychology 201 and 202 must be taken in sequence, and are prerequisite to all 300 and 400 level psychology courses.

Psychology 201, 202—*General Psychology.* (S)
Fundamental principles of human behavior; biological antecedents; motivation; perception; learning; individual differences; intelligence; and personality. Three credits each semester. Not open to freshmen. Only in sequence.

Psychology 261—*Elementary Statistics.* (S)
A consideration of descriptive and inferential statistics. Such topics as central tendency, variability, probability, correlation techniques, chi-square, and t-tests will be covered. Credit will not be allowed if Psychology 262 has already been, or is taken concurrently. Three credits.

Psychology 262—*Intermediate Statistics.* (S)
In-depth coverage of data analysis techniques and inferential tests, such as simple analysis of variance, curve fitting, and Bayesian statistics. This course is independent of Psychology 261, and is self-contained. Three credits.

Psychology 301—*Social Psychology.* (S)
The interrelationships between the individual and his social environment. Social influences upon motivation, perception, and behavior. The development of change of attitudes and opinions. Psychological analysis of small groups, social stratification, and mass phenomena. Three credits.

Psychology 307—*Computer Applications in the Social Sciences.* (S)
Prerequisite: An undergraduate course in statistics. In addition to a consideration of elementary computer programming concepts, some of the following topics will be examined: linear and curvilinear regression, automatic graphing, artificial intelligence, computer simulation of dynamic processes, factor analysis, and nonmetric multidimensional scaling. Three credits.

Psychology 311—*Abnormal Psychology.* (S)
Abnormalities of sensation, perception, memory, thinking, emotion, intelligence, motor activity, and personality; study of neurotic and psychotic syndromes. Three credits.

Psychology 315—*Foundations of Clinical Psychology.* (S)
An examination of the theories and practices of the major schools of psychotherapy (e.g., psychoanalytic, client-centered, behavior modification), with special emphasis on the features common to all forms of therapeutic interaction. Three credits.

Psychology 331—*Developmental Psychology: The Infant and Child.* (S)
The study of human development from conception through childhood. Emotional, intellectual, social, and physical growth will be examined. Special attention will be focused on current research and theories. Three credits.

Psychology 332—*Developmental Psychology: The Adolescent and Adult.* (S)
The study of human development from adolescence through old age. There will be special emphasis on adolescent changes in personality, intellectual capacities, physical characteristics, and life goals. Current research and theories on adolescence, adult behavior, and aging will be considered. Three credits.

Psychology 342—*Psychology of Personality.* (S)
A study of personality structure, dynamics, development, and methods of research. Three credits.

Psychology 345—*Psychology of Learning.* (S)
An analysis of the theoretical issues and/or experimental bases of learning. Both human and infra human research will be considered. Three credits.

Psychology 362—*Psychology of Exceptional Children.* (S)
A study of exceptional children: the physically handicapped; the mentally retarded; the mentally gifted; and the emotionally deviate. A survey of current attempts to provide programs to meet the specialized needs of such children. Three credits.

Psychology 371—*Experimental Psychology: Operant Conditioning.* (S)
Prerequisite: Psychology 261 or 262. An analysis of behavior utilizing the principles and procedures of operant conditioning. Laboratory work concentrated on the rat. Three lectures and one two-hour laboratory period a week. Four credits.

Psychology 372—*Experimental Psychology: Sensation and Perception.* (S)
Prerequisite: Psychology 261 or 262. Visual and auditory sensation is examined using basic psychophysical methods. Fundamental perceptual phenomena are analyzed. Scaling techniques are presented. Three lectures and one two-hour laboratory period a week. Four credits.

Psychology 373—*Experimental Psychology: Human Learning.* (S)
Prerequisite: Psychology 261 or 262. An examination of method, data, and theory in human learning and memory research. Three lectures and one two-hour laboratory period a week. Four credits.

Psychology 392—*Behavior Genetics.* (S)
Prerequisite: One year of biology and one year of psychology. The relationship between heredity and behavior of organisms including man; an examination of the relations between mechanisms of genetic transmission and gene action, population structure and evolution, and individual behavior differences. Three credits.

Psychology 401—*Psychological Tests and Measurements.* (S)
Prerequisite: Psychology 261 or 262. Theory of test construction; development, interpretation, and uses of tests of general and special abilities. Laboratory work illustrates the problems associated with testing and techniques of handling data. Three lectures and one two-hour laboratory period a week. Four credits.

Psychology 421—*History of Psychology.* (S)
A survey of the historical antecedents of modern psychology. Three credits.

Psychology 432—*Comparative Psychology.* (S)
The study of animal behavior emphasizing sensory and motor genetic levels. Naturalistic observation techniques for the study of animals (and man). Three credits.

Psychology 446—*Physiological Psychology.* (S)
A critical survey of the physiological correlates of behavior with special emphasis on neurophysiological mechanisms, psychopharmacology, neuroendocrine functions, motivations, learning, and conditioning. Laboratory work stresses the methods of physiological investigation. Three lectures and one two-hour laboratory period a week. Four credits.

Psychology 451—*Psychology of Motivation.* (S)
The study of the origins and development of motivating forces and their effects on behavior. Theory and/or experimental data will be considered. Three credits.

Psychology 470, 471, 472, 473, 474—*Selected Topics in Psychology.* (S)
A study of enduring and/or contemporary issues in psychology. Three credits.

Psychology 491—*Individual Research.* (S)
The problem(s) to be investigated will be determined by individual interest(s). Each student will be responsible for library research and/or empirical investigation. One to four credits per semester will be allowed depending upon the quantity of work planned. A maximum of eight credit hours will be allowed toward fulfilling the major field requirement. By permission of a staff member.

RELIGION/ *Professor* Elizabeth A. Clark, Chairman; *Assistant Professors* Cain, Jensen.

A major program in religion consists of twenty-four credits in religion courses, twelve of which must be numbered 300 or higher, and twelve credits in courses in related fields, selected in consultation with the departmental adviser. A six-credit seminar, consisting of a year's work of readings and discussion culminating in the completion of a senior paper, is required of all majors. At the beginning of the second semester of the senior year, the student is required to pass a written examination in the field of religion which he has prepared for through introductory course work and private study. A make-up examination is offered when necessary.

A distinguished performance on the written examination and senior paper, in addition to a high grade average in religion course work, entitles a major to be graduated with Honors in Religion.

Religion 105—*Introduction to Religion.* (H)
An introduction to some basic traditions and structures of religion and to the problems of interpreting religious experiences and expressions. Myths, rituals, types of religious communities, and other dimensions of religion will be examined. Three credits.

Religion 117—*Introduction to Christian Theology.* (H)
An introduction to the kinds of questions theologians ask and the terms with which they ask them. Basic Christian doctrines and concepts (e.g., Word, God, revelation, creation, sin, reconciliation, miracle, eschatology) are explored through lectures and readings chosen for clarity and interest from among Christian thinkers past and present. Three credits.

Religion 201, 202—*The Western Religious Heritage.* (H)
An examination of the historical and theological development of Judaism and of Christianity (primitive, Roman Catholic, and Protestant). Three credits each semester.

Religion 205—*Biblical Literature: The Hebrew Bible.* (H)
A study of the history, literature and religion of ancient Israel. Three credits.

Religion 206—*Biblical Literature: The New Testament.* (H)
A critical study of the origins and theological motifs of New Testament literature as well as an introduction to the methodology and implications of historical-critical scholarship. Three credits.

Religion 213, 214—*Modern Religious Thinking.* (H)
An introduction to ways in which Christian and Jewish thought has sought to meet the "challenge of the modern world" and to outstanding religious thinkers who forge and follow such ways. First semester: the European thinkers, including Barth, Bultmann, Bonhoeffer, Buber, Rosenzweig, Weil, Ellul and others. Second semester: the American discussion, including the Niebuhrs, Berger, Vahanian, Cox, Keen and Tillich, among others. Three credits each semester.

Religion 217—*Primitive Religions.* (H)
A study of the religious traditions of non-literate peoples, with particular emphasis on the interpretation of myths, rituals and symbols, and the role of religious specialists such as shamans and priests. Three credits.

Religion 220—*Studies in Suffering and Evil.* (H)
"If God is good, whence evil?" A many-sided study of the problems of theodicy (the righteousness of God in relation to suffering and evil) in Jewish and Christian traditions. Hindu, Buddhist and Islamic

understandings of suffering and evil are also considered. Special attention is given to death – and to laughter. A wide range of readings: scriptural, theological, philosophical, and literary. Three credits.

Religion 231—*Special Studies in Religion.* (H)
Topic for 1974-75: Women and the Western Religious Tradition. An exploration of attitudes toward women as found in the writings of the Western religious traditions, particularly in Christianity, from ancient times to the present. Three credits.

Religion 271—*Studies in Faith and Literature.* (H)
What might a *good* novel or play, regardless of its subject matter, have to contribute to a person wishing to live Christianly? With this question and with concrete confrontation of novels and plays by such authors as Camus, Albee, Lorca, Hesse, Wiesel, Lawrence and Dostoevsky, this course seeks to enter the tangle of love-hate relations between art and religion and to see what happens when they are permitted to be themselves. Three credits.

Religion 281—*The Religions of India.* (H)
A study of the historical development and the basic traditions of the religions of South Asia, including Hinduism, Buddhism, and Islam. Three credits.

Religion 282—*The Religions of China and Japan.* (H)
A study of the historical development and the basic traditions of the religions of East Asia, including Buddhism, Confucianism, Taoism, and Shinto. Three credits.

Religion 306—*Early Christian Thought.* (H)
Studies of the theology of the early church with special attention given to the development of trinitarian and christological thought. Three credits.

Religion 331—*Studies in Historical Theology.* (H)
The intensive study of a particular problem, theologian, or historical era. Typical topics are: yoga, nineteenth-century theology, the Protestant Reformation. Three credits.

Religion 341—*Seminar on Major Religious Thinkers.* (H)
This course will focus in depth on one major thinker of the Western religious tradition. A wide range of problems – theological, philosophical, historical, and aesthetic – will be discussed. Three credits.

Religion 401, 402—*Senior Seminar.* (H)
The first semester's study involves all senior majors and staff in readings and discussion. The second semester of the seminar will be devoted to the preparation of a senior paper under the guidance of a de-

partment member. Students other than senior majors who have sufficient course work in religion may register with permission of the department. Three credits for each semester. Only in sequence.

Religion 491, 492, 493, 494—*Independent Study.* (H)
Individual work under the guidance of a member of the department. By permission of the department. Three credits a semester.

RUSSIAN

See Modern Foreign Languages.

SCIENCE

The following course is given cooperatively by the departments concerned with the natural sciences (Biology, Chemistry, Geology, and Physics). The object is to cut across well-defined areas of knowledge and to show the relationships existing among them.

Character of Science I-II (N/M)

This course is team-taught by members of the Biology, Chemistry, Geology and Physics/Astronomy Departments. The unifying theme throughout the different units is the methodology and character of science. In particular the aspects that are stressed are (a) the capabilities and limitations of science, (b) the statistical character of natural phenomena and the limitations of measurement, (c) the "interfaces" as well as the contrasts between the disciplines, (d) the trends in scientific knowledge and the search for new laws, and (e) the social impact of science and technology.

Three and a half weeks of Astronomy, seven weeks of Physics, seven weeks of Chemistry, seven weeks of Biology, three and a half weeks of Geology. Eight credits for the two semesters.

SOCIOLOGY/ *Professor* L.C. Carter, Chairman; *Professors* Allen, Sletten; *Assistant Professors* Ely, LaManna, Orlin.

The major program in sociology requires thirty-six credits in sociology and related social sciences. Twenty-four of these must be earned in sociology courses beyond Sociology 201, Principles of Sociology, and Sociology 202, Social Problems. Sociology 201 and 202 are required of majors, but are not scored in the major program; they are generally used to fill the area requirement in social science. The twelve credits in related fields are selected from other social science in consultation with the departmental adviser.

While students majoring in sociology are not required to take the following courses, a major program in sociology is seriously incomplete without Sociology 362, Methods of Social Research; Sociology 471, History of Social Theory; and Sociology 472, Contemporary Sociological Theory. In addition, the student is strongly urged to take at least one course in statistics, preferably Statistics 200.

Concentration in Social Welfare

As part of the major program in sociology, students may elect a concentration in social welfare that includes supervised field placement in a social welfare agency. Such field placement is ordinarily concurrent with enrollment in a seminar (Sociology 491, 492) which emphasizes methods of social work intervention. The purpose of the seminar is integration of the field experience and academic material.

Students in field placement are responsible for necessary expenses, transportation to and from the cooperating agency.

Concentration in social welfare for sociology majors includes all the requirements for sociology majors; sociology 332, 333 taken before field placement (usually in the junior year); at least three courses selected from Sociology 311, 313, 331, 341, 342, 351, 352, 402, and 421; and at least 120 hours of field placement.

Students interested in working for Honors in Sociology should contact the chairman of the department.

Sociology 201—*Principles of Sociology.* (S)
A study of the basic characteristics of group life; status, role, society, and culture; and interaction between persons and groups. Three credits.

Sociology 202—*Social Problems.* (S)
Social change; deviance; social and personal disorganization; mobility; delinquency, crime; political, industrial and other group conflicts. Three credits.

Sociology 301-302—*Introduction to Anthropology.* (S)
First semester foci: history of anthropology, physical anthropology, and archaeology. Second semester foci: ethnology, ethnography, social anthropology, linguistics, technology, and primitive art. Six credits for the two semester.

Sociology 303—*Culture, Social Structure and Personality.* (S)
Prerequisite: Six hours of sociology. Impact of culture and social structure upon the individual and of sociolocultural norms and values upon personal attitudes and behavior, with some focus upon behavior disorders. First semester. Three credits.

Sociology 304—*Social Stratification.* (S)
Prerequisite: Sociology 201. The development of social inequality in primitive societies; the nature and effects of stratification in modern society; the debate over the necessity and functions of stratification. Second semester. Three credits.

Sociology 311—*Population.* (S)
An introduction to basic principles of social and formal demography. The relationship of social, economic and psychological factors on demographic processes of fertility, mortality, and migration. Analysis of population composition, and population growth and contemporary population problems. First semester. Three credits.

Sociology 312—*Comparative Community Studies.* (S)
Prerequisite: Sociology 201. Impact of modernization, urbanization and political centralization on the community. Analysis of structure and organization of communities at different stages of folk-urban continuum. A study of anthropological and sociological classics. Communities in U.S.A., Canada, Britain, France, Spain, Italy, Latin America and Eastern Europe. First semester. Three credits.

Sociology 313—*Urban Sociology.* (S)
Origin, character and significance of urban and metropolitan communities. Common problems of city living; ecological factors in growth of cities and their influence upon social behavior. Second semester. Three credits.

Sociology 314—*Population Trends: Special Topics in Population.* (S)
Intensive treatment of selected special topics in population. Focus on trends and developments in one of demographic processes, fertility, mortality or migration; topics such as population problems of developing countries. Focus topic for 1974-75: American fertility patterns. Second semester. Three credits.

Sociology 331—*The Family.* (S)
Prerequisite: Six hours of sociology or psychology. A historical, social-psychological and cultural study of sex behavior, mate selection, courtship, marriage and family relations. First semester. Three credits.

Sociology 332, 333—*Introduction to Social Welfare.* (S)
Prerequisite: Sociology 201, 202. First semester foci: historical backgrounds, philosophies, values, goals, and issues of human welfare concerns; and social welfare as a social institution. Second semester

foci: social work as a profession; fields, methods, policies, and consequences of social action or inaction. Three credits each semester.

Sociology 341—*American Society.* (S)
A study of some of the major aspects of American society. Topics dealt with include some attempts to study American society as a whole; the relations of men and women; the occupational system, the power system and bureaucracy; and the problems of leisure. Three credits. (Offered in alternate years; offered in 1974-75.)

Sociology 342—*Occupations and Social Structure.* (S)
Analysis of major occupational roles; of relationships between occupation and kinship organization, as well as of social stratification, social philosophies, and political action. Second semester. Three credits. (Offered in alternate years; not offered in 1974-75.)

Sociology 351—*Juvenile Delinquency.* (S)
Prerequisite: Six hours of sociology or psychology. A sociological analysis of the nature, extent, causes, impact and treatment of juvenile delinquency. Second semester. Three credits.

Sociology 352—*Criminology.* (S)
Prerequisite: Six hours of sociology or psychology. Crime as a reflector of social pathology; its nature, variation, extent, and recent trends; causal theories, mythical and scientific; upper and underworld organization; programs of crime control, prevention, and treatment. Second semester. Three credits.

Sociology 353—*Social Movements.* (S)
Deals with description and analysis of contemporary social movements in the United States; various movements will be studied, e.g., the women's movement. First semester. Three credits.

Sociology 362—*Methods of Social Research.* (S)
Prerequisite: Six hours of sociology. Methods of investigating selected problems of current importance with emphasis upon individual work. First semester. Three credits.

Sociology 402—*Sociology of Human Development.* (S)
Prerequisite: Six hours of sociology or psychology. Analysis of microsocial structures and processes; socialization and its chief agents; and impact of social interaction with siblings, parents and peers. Age-grading and orientation to vertical social gradients. Second semester. Three credits.

Sociology 421—*Human Relations.* (S)
Racial and ethnic groups in America; minority-group consciousness; marginal persons and groups; and inter-group tension, conflict, accommodation and cooperation. Second semester. Three credits.

Sociology 422—*Sociology of Religion.* (S)
Prerequisite: Sociology 201 or approval of instructor. A study of social factors in the origin, development and function of religious institutions, with emphasis upon the basic principles of the Judeo-Christian tradition. Three credits.

Sociology 432—*Sociology of Leadership.* (S)
Prerequisite: Six hours of sociology or psychology. Causes and consequences of social stratification and social mobility; impact of culture, social structure and social interaction upon occupational achievement, personal creativity, inventiveness and leadership. Second semester. Three credits. Offered in alternate years; offered in 1974-75.

Sociology 442—*Social Change.* (S)
Prerequisite: Six hours of sociology. The nature and causes of social change. Theories of social evolution and other explanations of social change such as innovation, diffusion, crises, and "great man" theories will be critically examined. First semester. Three credits.

Sociology 471—*History of Social Theory.* (S)
Prerequisite: Six hours of sociology. A study of theories in the historical development of sociology. First semester. Three credits.

Sociology 472—*Contemporary Sociological Theory.* (S)
Prerequisite: Six hours of sociology. An analysis of current sociological theory. Second semester. Three credits.

Sociology 488—*General Readings.* (S)
Prerequisite: Six hours of sociology. Selected works ranging over the "sociological classics." Three credits.

Sociology 489—*Special Readings.* (S)
Selected readings from various specialized areas: cultural anthropology, marriage and the family, social welfare, delinquency and crime, population, minority groups, social organization, social theory, and the sociology of religion. Three credits.

Sociology 491, 492, 493, 494—*Individual Study and Research.* (S)
Not a regularly given course, but available to qualified students with the agreement of members of the department. Reading and research with a project or paper under the guidance of a member of the department. Offered as required either semester. Three credits each semester.

SPANISH

See Modern Foreign Languages.

SPEECH/ *Associate Professor* Albert G. Duke, Chairman.

A major program in speech pathology and audiology is offered in cooperation with the University of Virginia, with the student completing three years at Mary Washington College and the senior year in residence at the University of Virginia. In the three years (ninety-two credits) at Mary Washington, the student fills basic and competence requirements, meets the undergraduate education requirements for public school speech and learning therapists, and completes twelve hours of speech courses including Speech 361, Voice Science, and Speech 362, Phonetics. A full description of the program is on page 173.

Speech 261—*Voice and Diction.*
Theory and practice of principles necessary to the improvement of the speaking voice. Individual analysis is offered with the aim of improving the student's quality, articulation, and pronunciation. Three periods a week. Three credits.

Speech 301—*Group Discussion.* (H)
A study of the philosophy and practice of group discussion as a means of problem-solving and the exercise of group leadership. Three periods a week. Three credits. Offered in alternate years; not offered in 1974-75.

Speech 302—*Public Speaking.* (H)
A study of the art of public speaking, the organization and delivery of speeches of various types, and an examination of the history and theories of rhetoric. Three periods a week. Three credits. Offered in alternate years; not offered in 1974-75.

Speech 331, 332—*Oral Interpretation.* (H)
A study of the fundamentals of voice production and clarity of diction as an aid to effective communication. Interpretation of prose, poetry, and dramatic literature in terms of its intellectual, emotional, and aesthetic content. Three periods a week. Three credits each semester. Only in sequence.

Speech 361—*Voice Science.*
A study of the anatomical, physiological, and neurological functioning of the speech and hearing mechanisms and speech problems resulting from the impairment of these systems. Three periods a week. Three credits. Offered in alternate years. Offered in 1974-75.

Speech 362—*Phonetics.*
A study of American dialects and standards of speech employing the International Phonetic Alphabet. Three periods a week. Three credits. Offered in alternate years; offered in 1974-75.

Speech 481, 482—*Individual Study.* (H)
Individual study under the direction of a member of the staff. Three credits each semester. By permission of the department.

STATISTICS/ *Assistant Professor* Earl S. Johnson, Adviser

Statistics courses, although they cannot form a major program in themselves, contribute to several departmental major programs and have been used in special majors.

Statistics 200—*Introduction to Statistics.* (N/M)
A first course in statistical methods, assuming only a background in high school mathematics. Statistical methods common to most disciplines are discussed. Topics include probability, binomial distribution, normal distribution, estimation and testing using both parametric and nonparametric techniques, regression and correlation. Examples from diverse fields are included. Emphasis is on the development of statistical reasoning. Three credits.

Statistics 301, 302—*Introduction to Probability and Statistical Inference.* (N/M)
Prerequisite: Mathematics 231. A careful introduction to discrete and continuous probability and random variables, followed by a treatment of sampling, classical inference, simple analysis of variance and basics of experimental design; the treatment of these latter topics being made in the context of the framework set up in the first semester of the course. Three credits each semester. Only in sequence.

Statistics 420—*Readings in Experimental Statistics.* (N/M)
General linear models, randomization and planning of experiments, experimental design and analysis, and other topics as required, including an introduction to computing on a time-sharing system. Three credits.

TYPEWRITING

The courses do not carry college credit and are designed to develop skill in typewriting for personal use. Proper techniques of typewriting and a mastery of the keyboard are developed. To facilitate registration, the following course numbers have been assigned.

Commerce 121, 122—
Three periods a week. No credit.

INTERDEPARTMENTAL MAJOR PROGRAMS

Interdepartmental major programs are offered in five fields: American Studies, Classical Civilization, Latin American Studies, Pre-Foreign Service, and Russian Studies. In addition, students can develop individual interdepartmental concentrations under the Special Major Program.

The degree program does not differ for students following an interdepartmental major except that the diversification requirement can be filled with courses from any department.

Since the curriculum for each interdepartmental major is individually organized, students should plan their programs of study carefully in consultation with the adviser listed for the field.

American Studies—Adviser: Associate Professor Glen R. Thomas

Students following this program must take the four American Studies seminars, one each semester through the junior and senior years. The program emphasizes a balanced program in American history, literature and philosophy, social sciences, fine arts, and a knowledge of one non-American civilization.

In addition to the four American Studies seminars, the student must take a minimum of twenty-four credits in 300-400-level courses in a combination of the above areas. The program, planned in close consultation with the program adviser, stresses flexibility, and the student can concentrate in one of the above areas.

Prospective majors who wish to take advanced courses in the social sciences and art history should take introductory courses in these areas in their first two years – often these can be used to fill basic requirements.

Classical Civilization—Adviser: Professor Laura Sumner

This major program requires forty credits in courses in classical civilization and culture. Twelve credits in Latin or Greek, in addition to any used to establish competency in foreign language, must be included. Other courses in linguist-

ics, ancient philosophy, art, civilization, and archaeology will be decided upon by the student and the adviser.

Appropriate courses in philosophy and art are recommended to satisfy the humanities requirement. A modern foreign language, in addition to Latin and Greek, is recommended.

Latin American Studies—Adviser: Professor Mary Ellen Stephenson.

The major program in Latin American Studies requires thirty-six hours which the director of the program accepts as forming a coherent program concerned with Latin America. The program must include Readings and Research on Latin America (six credits). The student must establish competence in a language of Latin America.

The program is intended to give students an opportunity to concentrate on the Latin American region, following interests in humanities, social sciences, or both. Latin American Studies 301, 302, Readings and Research in Latin America, is a seminar devoted to selected topics in the art, architecture, economics, folklore, geography, history, literature, and politics of Latin America.

Other courses are drawn from courses about Latin America, most commonly Geography 334, 335; History 321, 322, 323, 324; Political Science 351, 352; Portuguese 491; Spanish 223, 224, 323, 341, 375, 376, 397, 398, 485, and 486. Other courses may be included when the particular program of the student warrants their inclusion.

Pre-Foreign Service—Adviser: Associate Professor Victor Fingerhut.

The major program in Pre-Foreign Service requires thirty-nine credits, one third of which must be on the 300-400 level. The credits must include: economics and political science, fifteen credits (six credits in one discipline, nine in the other); history, six credits; philosophy, philosophy of history, or religion, six credits; geography, six credits; literature or modern foreign languages, six credits. Political Science 301 or 302 must be included.

This course of study gives the student an opportunity to develop a firm, undergraduate concentration in international cultural and political affairs. Students in the program are most often interested in entering one of the many agencies of the United States Government concerned with international affairs, in entering business firms with international offices, in working for a domestic organization with a foreign department, or in going on to graduate school.

Engaging in independent study, participation in senior-level seminars, and a junior year abroad, are encouraged.

Russian Studies—Adviser: Professor Joseph Bozicevic.

The major program in Russian Studies requires a minimum of thirty-six credit hours in Russian language, Russian literature, and cognate courses chosen from various departments. Many of the courses suggested for the major program are advanced and have prerequisite courses. Therefore, the interested student should consult with the program adviser in the freshman or sophomore year about eliminating prerequisites, regardless of whether he is certain to pursue Russian Studies.

Beyond fifteen hours of core courses (history 357, 358; political science 302; and Russian 395, 396), and a third-year Russian language course, the program is flexible. A student may elect to concentrate on Russian language and literature, or social sciences, or a combination of courses from a minimum of five various related disciplines.

SPECIAL MAJOR PROGRAMS

To assure maximum flexibility in the College program, a student may be permitted to pursue a Special Major Program consisting of courses from two or more departments which define a field of concentration. Such a major must be approved before the end of the student's fifth semester and will be implemented as follows:

1. Courses required for the major will be chosen by mutual agreement of the student and faculty adviser and

must have the approval of the Committee on Special Degree Programs.

2. The major program must consist of at least eight courses. A student interested in developing an interdepartmental Special Major should consult with faculty members in the relevant disciplines, and choose a faculty adviser. The Office of the Assistant Dean for Instruction will provide general information and a form for applying to the Committee on Special Degree Programs.

Each Special Major is individually planned by the student and the faculty adviser. Special Majors have been approved in many areas: ecology, dance therapy, modern European studies are examples. Before applying for a Special Major, however, students should make certain that their aims cannot be as well fulfilled through a departmental major supported by a careful selection of diversification courses.

COOPERATIVE MAJOR PROGRAMS

Students majoring in the two cooperative programs, Speech Pathology and Medical Technology, follow exactly the same degree program as for any major program except that the final thirty credits, including most of the work for the major program, are earned off campus at a cooperating institution.

Students interested in either program apply initially to Mary Washington College; they apply to the cooperating institution during the junior year. Transfer students should note that sixty credits must be taken on the Mary Washington College campus.

Students who change plans continue on to a Mary Washington College degree in another major.

Cooperative Program in Speech Pathology and Audiology—
Adviser: Associate Professor Albert G. Duke

The cooperative program established with the University of Virginia provides a pre-professional program in speech pathology and audiology.

A minimum of ninety-two credits are earned at Mary Washington College and the fourth year is spent in residence at the University of Virginia in Charlottesville. Upon completion of the fourth year, the student receives a Bachelor of Arts degree from Mary Washington College. Certificates of Clinical Competence in Speech Pathology or Audiology awarded by the American Speech and Hearing Association are obtained by further specialization at the Master's degree level.

A normal course of study for the cooperative program in speech pathology and audiology is as follows:

In their freshman and sophomore years students must complete the basic degree requirements of the College. In doing so, they should select courses in mathematics, American history, health, and psychology to satisfy, in part, the education requirements for speech pathologists in the Commonwealth of Virginia. Electives should be selected in consultation with the program adviser to insure diversification and to incorporate further education requirements. Once these requirements are taken care of, preference in electives should be given to courses in speech, psychology, and linguistics.

Speech 361, Voice Science, and Speech 362, Phonetics, are offered in the same alternate years. Students, therefore, should take these courses in either the sophomore or the junior year, depending upon when they are given. A second six hours in speech should be taken in courses available in the other year.

Curriculum at the University of Virginia

Fourth Year	Semester-hours
Speech Education 106: The Bases of Speech	3
Speech Education 108: Experimental Phonetics	3
Speech Education 121: Rehabilitation Programs in Speech and Hearing	3
Speech Education 131: Principles of Speech Correction	3
Speech Education 132: Principles of Speech Pathology	3
Speech Education 133: Diagnostic Techniques in Speech Pathology	3
Speech Education 140: Articulation Disorders	3
Speech Education 151: Introduction to Audiology	3
Electives	6
Total	30

Observation and Practice Facilities. As a part of the academic program in speech pathology and audiology, observation and supervised practice are required. Opportunities for such are provided by the Speech and Hearing Center and also through established working relationships with such facilities as the Charlottesville City and Albemarle County Public Schools, certain departments of the University of Virginia Medical Center, the Children's Rehabilitation Center, the Virginia School for the Deaf and the Blind, the Woodrow Wilson Rehabilitation Center for adults, the Veterans Administration Hospital, and the Mobile Clinic of the Virginia Hearing and Speech Foundation, Inc.

Cooperative Program in Medical Technology—Adviser: Professor Rose Mary Johnson.

The cooperative program in Medical Technology covers a minimum of ninety-two credits at Mary Washington College, followed by a twelve-month period of specialized training in medical technology at the University of Virginia School of Medicine, the Fairfax Hospital, or the Roanoke Memorial Hospitals. On successful completion of the fourth academic year the degree of Bachelor of Arts in Medical Technology is awarded by Mary Washington College. After satisfactory completion of the twelve-month period, the student will be eligible to take the examinations for registration and certification by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists.

The number of students who can be admitted to the final twelve-month training period is limited by the facilities available. Admission to the last year of the program, therefore, is based upon scholastic record, demonstrated aptitude, and a personal interview by Medical Technology School representatives. Application for the fourth year should be made about one year prior to entrance. After registration for the second semester of the junior year a transcript must be sent to the Registrar, Registry of Medical Technology, 2100 W. Harrison Street, Chicago, Illinois 60612, with a $5.00 evaluation fee, for approval. The interview with Medical Technology School representatives will follow.

In the event that a student enrolled in this program should change his interest or not qualify for admission to the clinical laboratories, he may continue with the regular degree program

at Mary Washington College and the courses he has taken may be applied to a major in biology or chemistry.

In the ninety-two credits at Mary Washington, the student should fill all degree requirements except for thirty credits in the major program, and should complete prerequisite courses to the senior year. These vary slightly according to the cooperating institution, and full information should be obtained from them. However, all include sixteen hours of chemistry including organic; sixteen hours of biology including microbiology; and three hours of mathematics. Most students in this program take more credits than are required in sciences.

Curriculum at University of Virginia School of Medicine

Detailed outlines of the curriculum for the fourth year at the University of Virginia may be obtained from the institution.

The tuition fee for the twelve-month training period at the University of Virginia is $100.00. This does not include maintenance or uniforms. The following fees are also charged: comprehensive and activity fees, approximately $150.00. Enrollees are registered as students of the University of Virginia and housing is available in Mary Munford Hall as well as other selected residence halls. (See University of Virginia catalogue for full information.)

The clinical laboratories of the University of Virginia School of Medicine are approved by the Board of Registry of the American Society of Clinical Pathologists and by the Council on Medical Education and Hospitals of the American Medical Association. Students completing the program as outlined meet the requirements of the Registry of Medical Technologists.

Curriculum at Roanoke Memorial Hospital School of Medical Technology

Detailed outlines of the curriculum for the fourth year at Roanoke Memorial Hospital may be obtained from the hospital laboratory.

No tuition is charged by the hospital. The hospital furnishes

meals in the hospital cafeteria. A stipend of $75 per month is allowed in lieu of a room inasmuch as housing is not available at the hospital. Suitable living quarters are usually available within walking distance of the hospital and representatives of the hospital will assist the student in locating, preferably before classes begin. A textbook is furnished by the hospital.

A nominal fee is charged by the hospital for the student health program. Hospitalization insurance should be carried by the individual students.

The Roanoke Memorial Hospital School of Medical Technology is approved by the Council on Medical Education of the American Medical Association.

Curriculum at the Fairfax Hospital Medical Technology Program

The Fairfax Hospital Medical Technology Program is approved by the Council on Medical Education and Hospitals of the American Medical Association.

A monthly stipend is paid to each student. The student must provide his own housing, uniforms and textbooks.

A brochure and application may be obtained by writing the Director, The Fairfax Hospital Medical Technology Program, 3300 Gallows Road, Falls Church, Virginia 22046.

PLANNED-TRANSFER PROGRAMS

A certain number of Mary Washington College students enter the College to prepare for transfer in the junior year to an institution that provides specialized training in one of the health-related disciplines. In the past, the most popular of these planned-transfer programs have been in pre-nursing and pre-physical therapy, but students have also prepared for transfer to schools of pharmacy, veterinary medicine, and others.

Students in these programs select courses required by the transfer institution, but all courses are equally applicable to a degree from Mary Washington College if the student changes his plans and moves into an appropriate Mary Washington

major program. The student will be advised how to keep more than one option open.

Information on the two most popular planned-transfer programs is given below. Students interested in other programs are encouraged to write to the Office of Admissions or the Office of the Dean.

Planned-Transfer Program in Physical Therapy—Adviser: Professor Anna Scott Hoye.

Students in Mary Washington College interested in physical therapy follow two courses of study. Most complete two or three years of liberal arts work, meeting the prerequisites for specialized training at an approved school of physical therapy with a two-year program. (In Virginia, only the Medical College of Virginia offers a degree in Physical Therapy.)

Some students graduate from Mary Washington College with a major in an appropriate field and go on to post-baccalaureate work with the possibility of earning graduate credit. In either program, competition for admission to the physical therapy school is quite heavy.

All courses of study should be worked out with the help of the program adviser. As soon as possible, certainly before the end of the freshman year, the student should discuss with the adviser the school he wishes to apply to for professional training. A list of schools approved by the Council on Medical Education and Hospitals of the American Medical Association, with their prerequisites for entrance, is available from the adviser's office.

All interested students can join the Physical Therapy Club and participate in its varied activities, such as visits to nearby institutions, indoctrination lectures, and panel discussions.

A suggested curriculum for students planning to apply to the Medical College of Virginia follows. This is a suggested program only, subject to change and revision in consultation with the adviser.

First Year	Second Year
Biology 121, 122	Physics 101, 102
Chemistry 111, 112	Biology 382, 383
English 101 and a 200-level literature course	Psychology 201, 202
	Social Studies (6 credits)
Mathematics 101 or 111	Physical Education
Physical Education	Electives (6 credits)
Elective (3 credits)	

Planned-Transfer Program in Nursing—Adviser: The Office of the Assistant Dean for Academic Advising.

Although Mary Washington has no affiliate program or favored status with a school of nursing, students can prepare at Mary Washington for almost any school of nursing that normally accepts junior transfer students. In the past, the most popular choices for transfer have been the University of Virginia and the Medical College of Virginia.

Admission to the schools of nursing is competitive, and growing more so each year. Students should consult with the schools they intend to apply to as well as with their adviser at Mary Washington when setting up their academic program. Mary Washington's advising office consults regularly with the school of nursing at the University of Virginia, with the Medical College of Virginia, and with others as student interest warrants, for up-to-date information.

Planned-transfer nursing programs at Mary Washington College are quite demanding, and students find no difficulty, if their plans change, in moving into another medical field, to a science major, or to most of the other departmental majors.

Two typical programs are given below. The student should note that these are subject to modification.

Students planning to transfer to the University of Virginia

First Year	Second Year
Biology 121 (Biology 122 also if the student wants to hold open the option of a biology major or pre-medical program.)	Biology 382, 383
Chemistry 111, 112	Biology 271
English 101 and a humanities course	Psychology 201, 202
Sociology 201 and one other course in the social sciences	Humanities and social science courses to complete a 60-hour program
	Nutrition

Students planning to transfer to the Medical College of Virginia

First Year	Second Year
Chemistry 111, 112 (or biology)	Biology 121
Mathematics 101 or 111	Psychology 201, 202
English 101 and a 200-level English course	Humanities
Two 200-level history courses	Social Science
Two humanities courses	

ACADEMIC REGULATIONS

This section provides information on academic procedures and regulations. Non-academic procedures, such as residential regulations, are described in the Student Handbook, issued by the Office of the Dean of Students.

Each student is responsible for knowing the material in this section and for keeping up-to-date on changes announced through the mail or through the College *Bulletin.* The Office of the Dean welcomes questions and requests for interpretation.

CALENDAR

Mary Washington College uses a calendar of two semesters and a summer session. The fall semester begins in August and ends in mid-December; the spring semester begins in January and ends in May. The summer session, although approximately ten weeks long, provides as many class hours as a semester and is an integral part of the College year.

THE DEGREE PROGRAM

The material below is supplementary to the description of the degree program under "Program of Studies" (page 62).

Degrees offered. The College offers the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Medical Technology.

Students who offer the following (Group 1) as their major subject or major program will receive the Bachelor of Arts degree:

American Studies
Asian Studies
Dance
Economics
French
Geography
Latin
Music
Philosophy
Political Science
Psychology
Russian Studies
Spanish
Art
Classical Civilization
Dramatic Arts
English
German
History
Latin American Studies
Political Economy
Pre-Foreign Service
Religion
Sociology
Cooperative Program in Speech Pathology and Audiology

Students who offer the following (Group 2) as their major subject or major program will receive the Bachelor of Science degree:

Biology
Physics
Mathematics
Geology
Chemistry

Students who elect as their major program the Cooperative Program in Medical Technology will receive a Bachelor of Science degree in Medical Technology.

Students majoring in Group 1 subjects who desire a B.S. degree or majors in Group 2 desiring a B.A. degree can obtain the desired degree by meeting whatever diversification requirements their major subject department wishes to impose. Students attempting a double major which consists of one major program in Group 1 and one major program in Group 2 may obtain whichever degree they desire provided they meet the diversification requirements imposed by both their major subject departments.

The Special Degree Programs Committee will designate the degree to be obtained for all students applying for a special major program.

Courses not applicable to the degree. The College sets limits on the number of credits in education, home economics, and individual instruction in music that can be counted

toward the 122 credits for the degree. Some students will find it to their advantage to go over these limits, graduating with more hours than are necessary, because the courses are of particular interest or value. All courses passed, whether applicable to the degree or not, are fully recorded on the student's permanent record and transcripts.

Home economics and education. A student can credit no more than twelve credits in home economics and education toward the degree except in the two elementary education certification programs, K-3 and 4-7. In those programs, a student can credit the exact number of education credits needed for certification and no further credits in education or home economics.

Individual instruction in music. A student can count only twelve credits in individual instruction in music toward the degree.

Transfer credits. At least sixty of the 120 academic credits needed for the degree must be taken at Mary Washington College. Therefore, transfer students can use no more than sixty transfer credits. The two physical education credits may be either Mary Washington or transfer credits.

Foreign language. Ordinarily, students with two or three years of high school credit in a language are not given credit toward the degree for the beginning college course in that language; students with four years of high school credit are not given credit for the intermediate college course. However, if a student's high school preparation was poor, as indicated on the Achievement Test score, or if the language was taken several years before enrollment, permission may be given for credit toward the degree, despite previous preparation. The foreign language department concerned sets guidelines for such exceptions, and an exception slip (which must be filed with the Registrar) can be arranged through the department or, more commonly, can be arranged with the Academic Advisers according to the guidelines set by the department.

Residence requirement. A student must earn sixty of the academic credits at Mary Washington, and only one-fourth of the credits scored in the major program can be transfer credits, unless more are approved by the major department and by the Dean.

Except in particular cases, a student must spend the last session (regular semester or summer session) of his degree program on campus. This rule does not apply to students in the two cooperative programs (speech pathology and audiology, and medical technology) in which the entire senior year is spent at the cooperating institution.

Use of transfer credits, credit by examination, CLEP and Advanced Placement credits. Credits approved by the College earned other than by course work can be applied to any appropriate degree requirement except for the limitations on transfer credit described under "resident requirement," and except as a department sets restrictions in its major program. In this regulation, CLEP and Advanced Placement credits count as transfer credits; credit by examination counts as Mary Washington hours.

Quality-point average, quality-point deficiency at 122 hours. To graduate, a student must have a 2.0 ("C") quality point average in all graded courses, and a 2.0 average in the courses scored in the major program.

A student with all degree requirements completed who does not have a "C" average may, with approval from the Dean, take additional courses to come to the "C" average.

Application for a degree. An application for a degree must be filed in the Registrar's office by February 1 before the May in which the student graduates. Most often, the application is filed in the spring before beginning the senior year.

THE MAJOR PROGRAM

When a student has completed forty-three credits (generally, the second semester of the sophomore year), he can officially declare a major program. Each spring semester Major Counseling Afternoon gives students an opportunity to consult with the departments and, if eligible, to declare the major. Students who do not declare then can pick up the necessary cards at the Academic Advising office and take them directly to the chairman of the department.

At the end of the junior year, each student files with the Registrar the list of courses to be included in the major program, including related fields if appropriate, as approved by the departmental faculty adviser.

Students who wish to change from one major program to another should consult with the department to make certain they can complete requirements in the available time. If so, they declare the new major in the same way.

A few students find it possible and advantageous to complete two major programs. In that case, they declare both majors and have an adviser in each department. The two programs are handled quite separately and if a student decides not to complete both, he simply drops one, notifies the department and the Academic Advising office, and continues with the other.

CREDITS OTHER THAN BY COURSE WORK

Credits by examination. A student may make written application to a department chairman for examination in an appropriate course (not an independent study, seminar or individual performance course) for which he has neither been enrolled nor in attendance. If he passes the examination prepared by the department, he will receive the allotted number of credits with a grade of "R," which does not affect his quality point average. If he fails, he receives a grade of "Incomplete," which becomes an "F" unless he attends and passes the course in the next session in which it is given, or unless he takes and passes an equivalent examination by the end of the next session. If a student elects to take the course, he may enroll either on a graded or pass/fail basis.

The credit hours will be regarded as part of the student's academic load and, if he is a part-time student, he will pay the regular charges per credit hour.

Advanced Placement. Students entering from high school can apply for college credit through the examinations given by the Advanced Placement Program of the College Entrance Examination Board. These examinations are offered in the third week of May, in American history, biology, chemistry, English, French, European history, German, Latin, mathematics, physics, and Spanish.

Interested students should have the results of the examination forwarded to the College. Examinations are evaluated by faculty in the departments concerned, and on their recommendation the College can give advanced placement and credit, advanced placement alone, or neither placement nor credit.

College-Level Examination Program. The College participates in the College-Level Examination Program, also administered by the College Entrance Examination Board. The College does not give credit for the General Examination, but does give credit for lower-level courses on the basis of the subject examinations. This program was designed for the mature student with knowledge gained other than through academic work. More information, including the specific credits assigned, is available from the Office of the Dean.

TRANSFER CREDIT

As a general rule, transfer credit is given for courses of the same type (liberal arts courses) and on the same level as Mary Washington courses. They must not overlap work the student takes at Mary Washington, and a grade of at least "C" must be earned.

Prospective transfer students are given an estimate of credits when they apply, but no transfer credit is finally approved until the first semester at Mary Washington is complete.

Students enrolled at Mary Washington College who wish to earn transfer credit at another college should bring a catalogue description of the courses to the Office of the Dean, the

Assistant Dean for Instruction or the Assistant Dean for Academic Advising before registering for the course. If the course is approved, a record of the approval will be sent to the Registrar. When the transcript arrives from the other institution, the Registrar will record the approved credits if the student has earned a "C" or better.

Grades earned in transfer work do not affect the student's quality point average at Mary Washington.

Junior year abroad. The procedure for earning credits at colleges and universities abroad is basically the same as earning credits at institutions in the United States, except that often more advance planning is necessary.

Although a few students have entered foreign universities directly, most have joined programs sponsored by an American college. An interested student should investigate the wide range of study-abroad programs carefully, with the help of the departments and the Office of the Dean. As for all transfer credit, the courses must be approved in advance; in the case of study abroad, the student's faculty adviser, the Dean, and often the department chairman work with the student to develop the most valuable program for the year or semester.

Mary Washington is a member of the Cooperative International Program for Teacher Education (CIPTE), administered by the Council on International Educational Exchange, that sponsors four study programs abroad.

NORMAL PROGRESS, COURSE LOAD, AND CLASSIFICATION OF STUDENTS

If a student intends to graduate in eight semesters, normal progress toward a degree is as follows: a minimum of twenty-eight credit hours passed for the first two semesters, and fifteen to eighteen credit hours passed during each of the remaining six semesters, for a total of 122 credit hours.

With this definition of normal progress, students are classified as follows: freshmen, fewer than twenty-eight credits; sophomores, twenty-eight to fifty-seven credits; juniors, fifty-eight to eighty-nine credits; seniors, ninety credits or more.

If a student wishes to accelerate his progress and graduate in fewer than eight semesters, he will consistently take seventeen or eighteen credits each semester, and attend summer sessions. In this way, a student can graduate in three calendar years.

Students may take no more than eighteen credits (first semester freshmen, no more than seventeen) without special permission. In summer school, no student may take more than twelve credits. Permission for an overload is given only on the basis of academic performance, never simply to provide for acceleration toward the degree.

Students can drop below a normal course load without permission, except that a residential student cannot live in the residence hall while carrying less than twelve credits unless he has permission from the Dean of Students. Students on financial aid should consult with the Director of Financial Aid before dropping below normal progress.

CLASS ATTENDANCE, ATTENDANCE AT FINAL EXAMINATIONS

In the educational philosophy of the College, the work in the classroom is an essential part of educational development. Therefore, the College encourages and expects regular class attendance, although it does not impose any set rules. An instructor may require a student whose absences are excessive to withdraw from his course. No less than twenty-five percent of the total number of class meetings may be considered excessive. The instructor must announce in the first week of the semester whether he will enforce the excessive absence rule.

Each student is responsible and accountable for all tests, all assignments, all material covered, and all announcements made in class whether he is present or not.

Students who are ill and under the care of a doctor or the infirmary should ask for a memo of confirmation from the doctor or infirmary. A student unavoidably absent for a week or more due to hospitalization, serious illness, or a sudden emergency should phone the Office of the Dean as soon as the extent of the situation is known. If appropriate, the Office of the Dean announces the situation to the student's

professors, but this in no way relieves the student of responsibility for the work in the course.

Students faced with unavoidable extended absence should consult not only with their professors but also with the Dean or Academic Advisers to discuss the advantages of withdrawing for the semester.

Students are responsible for attendance at all final examinations, and should report any illness or emergency immediately to the Office of the Dean, before the examination.

Leaving campus early for weekends or holidays is never a valid reason for missing classes or shifting examinations. Students whose class attendance is unnecessarily irregular may be requested to withdraw from the College.

GRADING, QUALITY POINT AVERAGE, GOOD STANDING

Class performance is rated as follows:

A ... unusual excellence
B ... work distinctly above average
C ... work of average or medium quality
D ... the lowest passing mark, work of below average quality
Inc. illness or emergency has prevented the student from finishing the course (see procedures for making up the incomplete grade, below)
F ... failure, no credit in the course
P ... pass, in a pass/fail course
R ... pass, in a credit-by-examination course
S ... satisfactory, in a physical education course
U ... unsatisfactory, in a physical education course, no credit for the course.

Quality point average. Each grade "A" through "D" carries a stated number of quality points, which are multiplied by the number of credit hours for the total quality points for the course. "A" carries four; "B" carries three; "C" carries two, and "D" carries one. A three-hour course with a grade of "A" thus provides twelve quality points; if the course carries four hours credit and the grade is "A," it provides sixteen quality points.

The quality point average is found by dividing the total under "hours carried" (which does not include hours taken pass/fail, credit-by-examination, or transfer or physical education hours) into the total quality points.

"P" and "F": The pass/fail option. With the approval of an adviser, a student may take one course each semester on a pass/fail basis. These courses may be used for elective credit, but not for basic or major requirements. Students may take a pass/fail and a satisfactory/unsatisfactory (pass/fail) course in the same semester.

The decision to take a course pass/fail must be made within the first two weeks of the semester. Most often, the student decides at registration. Otherwise, he comes to the Academic Advising office for a slip to change a course from graded to pass/fail, or from pass/fail to graded.

Before electing to use the pass/fail option, a student should consider its effect on his opportunity to earn academic awards and distinctions. These are calculated on the basis of a specified minimum number of *graded* credit hours.

Incomplete. The grade of incomplete is given only when the work of a course is not completed for reasons of illness or serious emergency. Documentation for the illness or emergency should be included among the instructor's records and should be on file in the Dean's office.

The student, of course, should make up the *Incomplete* as soon as the emergency is over. At the instructor's request the Dean's Office will receive papers and administer examinations, so that the work can be completed as soon as possible after the regular term.

If the course is such that it cannot be completed until the opening of the next regular term (for instance, if the work requires laboratory facilities or library materials available only on campus), the student may use the first days of the new term for completion. However, the deadline is three weeks after the beginning of the next semester of a regular session. The work must be delivered to the instructor in person, and the student must notify the Registrar's Office in writing that he has done so. If these conditions are not met, the grade will be changed to an "F."

Within two weeks after receiving the work the instructor should file a *Removal of Incomplete* with the Registrar and assign a permanent grade for the student's performance in the course.

Repeating a course. A student can, with permission, repeat a course in which he received a "D" or an "F." He will not be charged with additional hours attempted, but will receive any additional quality points.

For example: If a student passes a course he has failed at the College, his record will be credited with hours passed and with all the quality points earned. He will not be charged for hours attempted. Therefore, his quality point average will be improved by the full number of quality points, as if he had not failed it previously.

If he repeats a course already passed with a "D" and earns a "C" or better, he will not be charged with additional hours attempted and will be given credit for any additional quality points.

Before repeating a course, a student should consult with the Academic Advising office and his faculty adviser. A permission form is signed and filed with the student's registration record at registration so that additional hours are not charged.

Only courses repeated at Mary Washington College serve to improve the student's quality point average. If a student repeats and passes a course at another institution which he failed at Mary Washington, he will receive transfer credit for the hours earned. The Mary Washington "hours carried" will still include the hours from the failed course.

CHANGING, DROPPING, AND ADDING COURSES

After registration, students cannot change courses until the first day of class. Courses can be added in the first week of class; changed from graded to pass/fail or from pass/fail to graded in the first two weeks of class; dropped without penalty or consultation with the instructors during the first four weeks of class; and dropped passing until the last three weeks of the semester. The exact deadlines for each period are published by the Registrar each semester. The deadlines for summer school are shorter than those for the regular semes-

ter; the Registrar publishes them at the beginning of each summer session.

To add or drop a course, students who have not declared majors should go to the Office of Academic Advising. Students with declared majors will need the signatures of their faculty advisers.

To change from pass/fail to graded or graded to pass/fail students go to the Office of Academic Advising.

To drop a course after the first four weeks of classes, students go to the Office of Academic Advising for two forms: a drop/add form and a slip for the instructor of the course. The instructor signs that the student is passing or failing. If passing, the student drops without penalty. If failing, the student drops with an "F." In the last three weeks of class, all students drop with an "F."

No credit is allowed for a course in which the student is not officially registered and which is not listed on the class schedule filed with the Registrar. Students should check their schedules – issued at the beginning of the term and after the first drop period – and consult the Registrar's office about any discrepancies.

PROBATION/ SUSPENSION

Probation means a state of warning that a student does not have, for all recorded work, a "C" average on graded courses. At the completion of the second semester of attendance a student will be placed on probation for any grade report which does not show a "C" overall average for graded courses.

Students placed on probation should consult their faculty advisers and the Academic Advising office.

Suspension means the period of time during which a student is not considered for readmission. A student placed on probation for the third time will be suspended for at least two successive semesters, a full summer session counting as a semester. If a student desires to be readmitted after this period of time, a schedule of return to good standing must be agreed upon in writing between the Dean and the student.

Decisions on academic standing will be made upon semester hours credit and quality points of record after each grading period in the regular session and in the summer session. To be a candidate for a degree a student must be in good academic standing.

WITHDRAWAL FROM THE COLLEGE

A student wishing to withdraw from the College during the semester must inform the Dean of Students and, if a minor, must have advance consent of a parent or guardian. The College requests that the student also meet with the Assistant Dean for Academic Advising. At that time, if the student has plans to return, he can be placed on leave of absence.

A student who withdraws from the College while on probation for academic deficiency normally is not eligible for readmission. Upon request by the student, special consideration for readmission may be granted by the Committee on Admissions.

RECOGNITION OF ACADEMIC ACHIEVEMENT

The Dean's List

A student carrying at least twelve hours of new work on which quality points may be computed at the close of a grading period and who attains a grade-point average of 3.50 or better on all work taken for graded credit for any semester is placed on the Dean's List of Honor Students. Decisions on the Dean's List are based on a student's record as it stands at the official close of the semester grading period. Thus, Incompletes prevent consideration for the Dean's List. Only quality points earned in courses taken for the first time may be counted for academic honors.

Intermediate Honors

A student at Mary Washington College who, as a freshman and sophomore, has achieved a 3.75 grade-point average is awarded Intermediate Honors. To be eligible for Intermediate Honors, a student must have completed at least fifty-eight credit hours, of which at least forty-four must be work on which quality points may be computed.

Final Honors

A student who, as a junior and senior, attains a 3.75 average is awarded Final Honors at the graduating exercises held at the end of the session. To be eligible for Final Honors, a student must have completed at least fifty-eight credit hours during the last four semesters. At least forty-four hours must be work on which quality points may be computed.

Academic Distinction

General academic attainment of graduating seniors will be recognized through the awards of Distinction, High Distinction and Highest Distinction, based solely on the student's academic average at Mary Washington College. The level of attainment for each award is as follows: Distinction: 3.25; High Distinction: 3.50; Highest Distinction: 3.75. A student may receive both departmental honors and one of the distinction awards.

To be graduated with Distinction, High Distinction or Highest Distinction, a student must have earned at least ninety-four hours on which quality points may be computed.

Awards

Colgate W. Darden,Jr., Award

This award was established in 1960 in honor of Colgate W. Darden, Jr., who was President of the University of Virginia from 1947 to 1959. It consists of a medal, designed by Gaetano Cecere, formerly of the Art Department, and also a cash sum. It is presented to the senior having the highest academic average.

To be eligible for the Darden Award a student must have earned at least ninety-four hours on which quality points may be computed.

Award by the Alumni Association

An award is presented annually by the Alumni Association at the Senior Convocation to that member of the graduating class who, during his years at Mary Washington College, has distinguished himself by academic achievement and outstanding service to the College.

Alpha Phi Sigma Award

The Alpha Phi Sigma honorary scholarship fraternity makes an annual award to the junior who made the highest academic average during the freshman and sophomore years.

Grellet C. Simpson Award

The Grellet C. Simpson Award has been made possible by an anonymous donor and is presented each year at graduation to a faculty member in recognition of excellence in undergraduate teaching.

THE CORPORATION OF MARY WASHINGTON COLLEGE

Legal Title

"The Rector and Visitors of Mary Washington College"

The Officers of the Visitors

Lewis Meriwether Walker, Jr. . . . . Rector
Irene Lundy Brown . . . . . Vice Rector
Katherine Edmondson Hopper . . . . . Secretary

The Visitors of the College

Joseph Earl Blackburn . . . . . Richmond
Irene Lundy Brown (MWC, 1939) . . . . Newport News
Gwendolyn Amory Cumming (MWC, 1952) . Hampton
Patricia Head Ferguson . . . . . Worcester, Mass.
Donna Henninger Henderson (MWC, 1969) . . Troutville
Katherine Edmondson Hopper (MWC, 1929) . . Fairfax
Ann Louise Perinchief (MWC, 1967) . . . Williamsburg
Samuel DeWitt Proctor . . . . . New Brunswick, N.J.
Joan Whittemore South (MWC, 1959) . . . . Hampton
Lewis Meriwether Walker, Jr. . . . . Petersburg
Leah Fleet Waller (MWC, 1944) . . . . . Richmond
Ralph Melville Whitticar, III . . . . . Fredericksburg

ADMINISTRATION

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Michael Houston, B.A., M.A. * . . . . . *Vice President*
A. Ray Merchent, B.A., M.Ed., D.Ed. . . . *Vice President and Director of Institutional Services*
Mervin A. Frantz, B.S. . . . . *Director of Personnel*

* Deceased, September 1973.

Barbara B. Powell, B.A. . . . . *Director of Information Services and Administrative Assistant*
Jere M.H. Willis, Jr., B.A., J.D. . . . . *Special Counsel*
Edward G. Moore, B.A. . . . . *Editorial Assistant, Office of Information Services*
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Lucretia H. Oesterheld . . *Secretary to the Vice President*
Rickie Ann Limerick . . . . *Secretary to the Director of Information Services*
Shirley D. Barnes . . . . . *Secretary to the Director of Personnel*

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Susan J. Hanna, B.A., M.A., Ph.D. . . . *Assistant Dean of the College for Academic Advising*
Lawrence A. Wishner, B.S., M.S., Ph.D. . *Assistant Dean of the College for Instruction*
Thomas L. Johnson, B.A., M.A., Ph.D. . *Academic Adviser*
Michael L. Mery, B.A., M.A., Ph.D. . . . *Academic Adviser*
Mary Ellen Stephenson, B.A., M.A., Ph.D. *Academic Adviser*
Rebecca T. Woosley, A.B., B.S., M.S. . . *Academic Adviser*
Martha L. Harding . . . . . *Secretary to the Dean*
Bonnie H. Clore . . . . . *Secretary to the Assistant Dean of the College for Instruction*
Susan H. Talley . . . . . *Secretary to the Assistant Dean of the College for Academic Advising*
Mary I. Kemp . . . . . *Clerk-Typist*

Office of the Registrar and Director of Financial Aid

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Helen H. Thomas . . . . . *Administrative Assistant to the Director of Financial Aid*
Audrey S. Hurlock . . . . . *Recorder, Secretary to the Registrar*

Jane H. Marra, B.S. . . . . *Secretary to the Director of Financial Aid*
Nancy O. Carter . . . . . *Clerk-Typist*
Betsy J. Chinn . . . . . *Clerk-Typist*

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Claire T. Booker . . . . . *Administrative Assistant to the Dean of Students*
Ann G. Fulham . . . . . *Clerk-Typist*

Office of Student Services

Ruth C. Vanier . . . . . *Administrative Assistant*

Office of the Comptroller

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Claude T. Parcell, Jr., B.S. . . . . *Business Manager*
H. Joseph McKane, B.S. . . . . *Accountant*
Gloria S. Day . . . . . *Secretary to the Comptroller*
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Susan S. Rodenski . . . . . *Clerk-Typist*

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Brenda J. Lamison, B.A. . . . . *Admissions Counselor*
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* On leave, 1973-74.

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* On leave of absence, 1973-74.

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May, 1973

Bachelor of Arts

With Honors in English

Camille Joanna Crombie	Fairfax, Virginia
Sybil LaVonne Backman Lloyd	Fredericksburg, Virginia
Sondra Lee Turner	Annandale, Virginia
Debra Sue Williams	Alexandria, Virginia

With Honors in French

Catherine Sue Elwell	Springfield, Virginia

With Honors in Geography

Cynthia Dale Thaxton	South Boston, Virginia
Christine Elizabeth Uber	Cranbury, New Jersey

With Honors in History

Ann Constance Salter	Rochester, New York

With Honors in Latin American Studies

Susan Virginia Poats	Annandale, Virginia

With Honors in Political Science

Deanna Henson Greisen	Fredericksburg, Virginia

With Honors in Spanish

Diana Susan Furr	Arlington, Virginia
Pamela Ann Humphries	Cranford, New Jersey

Bachelor of Arts

Elin Marie Adamson	Punxsutawney, Pennsylvania
Rebecca Lynn Adamson	Norfolk, Virginia
Linda Sue Adkins	Bristol, Virginia
Jennifer Lynn Albert	Falls Church, Virginia
Mary Catherine Alexander	Springfield, Virginia
Sherry Elizabeth Allen	Crystal Lake, Illinois
Carolyn Weems Allsop	Ashland, Virginia
Carol Jean Anderson	West Islip, New York
Ellen Reagle Anderson	Woodbridge, Virginia
Susan Cabaniss Andrews	Petersburg, Virginia
Ann Mary Apostolou	Roanoke, Virginia
Deborah June Argus	Fort Myers, Florida
Nancy Marshall Baker	Louisa, Virginia
Virginia Elizabeth Baker	Bad Kissingen, Germany

Patricia Anne Ballentine	Springfield, Virginia
Christine Stacia Banas	Springfield, Virginia
Nancy Jane Barbour	Sagaponack, New York
Susan Katherine Baril	Perryville, Kentucky
Barbara Janet Barnes	Norfolk, Massachusetts
Deborah Catherine Barrows	Richmond, Virginia
Susan Dianne Bartol	Norfolk, Virginia
Susan Geraldine Basile	Tucson, Arizona
Cathy Sue Bates	Berlin 33, Germany
Sally Glenn Bates	Brielle, New Jersey
Nancy Carol Baughan	Richmond, Virginia
Jean Patricia Bechtel	Owens, Virginia
Elizabeth Barbour Beggs	Alexandria, Virginia
Anne Elizabeth Bevans	Pittsburgh, Pennsylvania
Nancy Josephine Billings	Richmond, Virginia
Monica Joan Blanchard	Falls Church, Virginia
Laura Ellen Blevins	Luray, Virginia
Elizabeth Brooks Blizard	Alexandria, Virginia
Dorothy Knight Bolinger	Fredericksburg, Virginia
Susie Ann Bond	Fredericksburg, Virginia
Susan Bradley Boutilier	Cockeysville, Maryland
Patricia Sue Bowles	Richmond, Virginia
Vicki Ann Bowles	Richmond, Virginia
Burdell Boyd	Lancaster, Virginia
Sharon Leonard Bradshaw	Fredericksburg, Virginia
Debra Grey Branham	Charlottesville, Virginia
Cynthia Rowe Freeman Branscome	Fredericksburg, Virginia
Linda Ann Bridgeford	Virginia Beach, Virginia
Elizabeth Gay Bruce	Richmond, Virginia
Helen Anne Bryant	Lynchburg, Virginia
Barbara Catherine Buchanan	Falls Church, Virginia
Cheryl Leigh Buchanan	Charlottesville, Virginia
Kathryn Ann Buchanan	Lexington, Virginia
Carey Alison Buck	Charlottesville, Virginia
Jean Truby Burchill	Richmond, Virginia
Mary Epperson Burge	Fredericksburg, Virginia
Catherine Louise Burns	Manakin, Virginia
Rhonda Loy Burrell	King George, Virginia
Sandra Lynn Byrne	Portsmouth, Virginia
Susan Cahill	Arlington, Virginia
Diane Howell Callison	Alexandria, Virginia
Mary Darden Camp	Moreland, Georgia
Stephanie Pinson Carr	Point Pleasant, New Jersey
Theresa Marie Carroll	Alexandria, Virginia
Lindsay Eastham Carter	Warrenton, Virginia
Elizabeth Lynn Carver	Richmond, Virginia
Arlene Joyce Castagna	Ashburn, Virginia

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Sharon Marilyn Chisnall	Trumbull, Connecticut
Margaret Gertrude Christensen	Reva, Virginia
Mary Marguerite Cinalli	Arlington, Virginia
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Camille Joanna Crombie	Fairfax, Virginia
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Janet Bade Dowling	Fredericksburg, Virginia
Michael Thomas Dowling	Fredericksburg, Virginia
Mary Ann Driehaus	Saint Davids, Pennsylvania
Melissa Sue Duerr	Woodbridge, Virginia
Mildred Ethlyn Duncan	Knoxville, Tennessee
Melanie Rose Dyer	Bassett, Virginia
Gayle Elizabeth Easter	Trumbull, Connecticut
May Lee Eckley	Arlington, Virginia
Catherine Sue Elwell	Springfield, Virginia
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Susan Jean Galt	Rockville Centre, New York
Kathy Anne Gardner	Alexandria, Virginia
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Eleanor Willard Goddu	McLean, Virginia
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Mary Elizabeth Platt	Woodbridge, Virginia
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Dominique E. Protomastro	Ridgefield, Connecticut
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Melinda Louise Pugh	McLean, Virginia
Debra Lynn Puryear	Alexandria, Virginia
Linda Jo Quarforth	Annandale, Virginia
Christine Copeland Ransom	Potomac, Maryland
Karen Hansbrough Ratcliffe	Culpeper, Virginia
Loretta Jane Ratkus	Alexandria, Virginia
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Cecilia Ann Redding	Littlestown, Pennsylvania
Susan Regan	McLean, Virginia
Kathleen M. Rengert	Middleburg, Virginia
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Deborah Ann Reynolds	APO New York, New York
Sharon Lee Richmond	Martinsville, Virginia
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Karen Sutton Rittenhouse	Alexandria, Virginia
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Shelby Jean Robinson	Fredericksburg, Virginia
Jennie Stiner Rodgers	Fredericksburg, Virginia
Debra Ann Rogers	Falls Church Virginia
Marcia Theresa Rogers	Monmouth Beach, New Jersey
Rebecca Anne Rooney	Pittsburgh, Pennsylvania
Sandra Usry Rose	King George, Virginia
Patricia Gould Rosenberg	Richmond, Virginia
Karen Virginia Ryan	Springfield, Virginia
Mary Virginia Ryan	Danbury, Connecticut
Ann Constance Salter	Rochester, New York
Natalie Joan Sampson	Heathsville, Virginia
Lorelei Chandler Schaffhausen	Metuchen, New Jersey
Elizabeth Scheid	Clifton, Virginia
Kate Scheinman	South Orange, New Jersey
Carole Lynn Schildwachter	Columbia, Maryland

Beverly Robinette Schools	Richmond, Virginia
Sarah Walker Schroth	Winchester, Virginia
Nancy Belle Schumaker	Palmyra, Virginia
Marianne Martha Schwartz	McLean, Virginia
Deborah Jean Scott	Alexandria, Virginia
Margaret Anne Shepard	Barrington, Rhode Island
Bonnie Cromwell Sheppard	Norfolk, Virginia
Ruth Marie Siko	Lynchburg, Virginia
Ellen Douglas Smartt	Falls Church, Virginia
Carol Susan Smith	Flemington, New Jersey
Diane Dolores Smith	McLean, Virginia
Elizabeth Jane Smith	Bumpass, Virginia
Marilyn Elizabeth Smith	Springfield, Virginia
Sharon Louise Smith	Charlottesville, Virginia
Barbara Marie Sobell	Westfield, New Jersey
Andrea Lee Sosnowski	Severna Park, Maryland
Jo-Ann Sowers	West Palm Beach, Florida
Lynn Marco Speed	Fredericksburg, Virginia
Jan Kyle Spivey	Colonial Heights, Virginia
Irene May Spotswood	Orange, Virginia
Laura Jean Steffens	Pittsburgh, Pennsylvania
Margie Warren Stevens	Fredericksburg, Virginia
Mary Lee Stevens	Myersville, Maryland
Debra Lee Stone	Media, Pennsylvania
Sandra Martin Stout	Hackettstown, New Jersey
Sarah White Stout	University, Mississippi
Nancy Barbour Straughan	Hague, Virginia
Cynthia Lane Stroud	Lexington Park, Maryland
Meredyth Ann Sullivan	Vienna, Virginia
Marguerite Mary Sutherland	Somerville, Massachusetts
Diane Jean Swanton	Somerset, New Jersey
Mary Tavolacci	Yonkers, New York
Barbara Susan Taylor	Charlottesville, Virginia
Christine Anne Tell	Hampton, Virginia
Elinor Armor Terry	Vienna, Virginia
Cynthia Dale Thaxton	South Boston, Virginia
Michele Gailord Tollie	Bristol, Virginia
Jeri Anne Townley	Alexandria, Virginia
Dana Jo Tretola	Norfolk, Virginia
Suzanne Emma Trich	Fairfax, Virginia
Ellen Turk	Alexandria, Virginia
Sondra Lee Turner	Annandale, Virginia
Vicki Reid Turner	Charlottesville, Virginia
Christine Elizabeth Uber	Cranbury, New Jersey
Allinda Ann VanDerveer	Norfolk, Virginia
Virginia Clark Vickers	Lake Forest, Illinois
Mary Kathleen Waddle	Williamsburg, Virginia

Virginia Ann Wagner	Richmond, Virginia
Deborah Anne Walker	Richmond, Virginia
Marjorie Cecelia Walsh	Valhalla, New York
Mary Sue Warren	Richmond, Virginia
Janice Faye Watson	Richmond, Virginia
Patricia Ann Watts	Norfolk, Virginia
Carolyn Leslie Weaver	Bethesda, Maryland
Martha Ann Welsh	Las Cruces,,New Mexico
Annette D. West	Carney's Point, New Jersey
Jean Peech White	Woodstown, New Jersey
Patricia Annette White	Virginia Beach, Virginia
Susan Bridget White	Garden City, New York
Linda Martin Wiatt	Fredericksburg, Virginia
Nancy Karen Wilder	Alexandria, Virginia
Debra Sue Williams	Alexandria, Virginia
Hope Ashley Williams	Falmouth, Virginia
Barbara Creighton Willis	Fredericksburg, Virginia
Beth Marie Wilson	Warminster, Pennsylvania
Margaret Ann Wilson	Wilmington, Delaware
Sherryl Dean Wilson	Arlington, Virginia
Vivian Lea Wilson	Martinsville, Virginia
Patricia Mauricette Wirth	Springfield, Virginia
Karen Lee Wolf	Norman, Oklahoma
Robin Anne Wolfe	Winchester, Virginia
Karen Woltz	Falls Church, Virginia
Clara Louise Wooddy	LaPlata, Maryland
Terry Leigh Woodworth	Alexandria, Virginia
Linda Ann Wray	Annandale, Virginia
Janice Marilyn Wright	Buenos Aires, Argentina
Lorraine Marie Wright	Richmond, Virginia
Mary Yip	Norfolk, Virginia

Bachelor of Science

Anna Mary Alexander	Chester, Virginia
Nancy Kaye Baker	Parksley, Virginia
Deborah Anne Beauregard	Pittsburgh, Pennsylvania
Kathleen Lewis Blakey	Waynesboro, Virginia
Donna Carol Bull	Charlottesville, Virginia
Judith Mamie Bumbrey	Owens, Virginia
Linda Sue Campbell	Richmond, Virginia
Edith Elizabeth Cobb	Glen Allen, Virginia
Elizabeth Osborn Crowley	Falls Church, Virginia
Roxy Ann Eisenhart	Fairfax, Virginia
Cheryl Lynn Fox	Richmond, Virginia
Dorothy Selden Gardner	Essex, Virginia
Deborah Biggers Garrison	Fredericksburg, Virginia
Susan Eileen Glaser	Baltimore, Maryland
Suzanne Carroll Harris	Chesapeake, Virginia
Patricia W. Heard	Williamsburg, Virginia
Janet Lee Hedrick	Chatham, Virginia
Thea Elaine Hermit	Springfield, Virginia
Julia Ellen Hines	Alexandria, Virginia
Susan Kathleen Irby	Oakton, Virginia
Christine Ann Kostek	Berkeley Heights, New Jersey
Fay Genia Kutner	Richmond, Virginia
Janet Emelie Lemke	Vienna, Virginia
Larunatta Claudette Barlow Lewis	Fredericksburg, Virginia
Mary Jane McBride	Newport News, Virginia
Mary Stephania McGehee	Newport News, Virginia
Rosalia Ventura Mann	Fredericksburg, Virginia
Hazel Ernestine Moss	Bumpass, Virginia
Debora Ann Olsen	Beaumont, Texas
William Lee Pritchett	Fredericksburg, Virginia
Nancy Louise Smith Raines	Fredericksburg, Virginia
Theresa Robinette Rottman	Richmond, Virginia
Helen Ann Russell	Hampton, Virginia
Nancy Lu Ruth	Baltimore, Maryland
Suzanne Shearer	Lynchburg, Virginia
Cheryl Barbara Shucart	Chesterfield, Missouri
Debora Ann Sites	Chambersburg, Pennsylvania
Winifred Anne Stalnaker	Portsmouth, Virginia
Patricia Gibson Stewart	Arlington, Virginia
Susan Margaret Tucker	Fredericksburg, Virginia
Karen Jane Turner	Springfield, Virginia
Glenda Elizabeth White	Norfolk, Virginia
Christine Ann Wittman	Fredericksburg, Virginia

Bachelor of Science in Medical Technology

Carol Fisher Bowie	Fauquier, Virginia
Nancy Jean Bugas	Springfield, Virginia
Sallie Lucke Carter	Roanoke, Virginia
Sandra Mae Hackley	Remington, Virginia
Anne Marie Jones	Charlottesville, Virginia

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INTERVIEW AND TOUR INFORMATION

Requests for individual or group interviews and tours should be addressed to Dr. H. Conrad Warlick, Director of Admissions, Box 1098, College Station, Fredericksburg, Virginia 22401. Telephone confirmation may be made by calling (703) 373-7250, Ext. 281. Participants should report to the Office of Admissions, Room 303, third floor, George Washington Hall (see campus map).

Individual Interviews

Individual interviews of approximately thirty minutes duration may be scheduled between the hours of 9:00 a.m. and 4:00 p.m. Monday through Friday, except for holidays, throughout the calendar year. When the College is in regular session additional individual interviews may be scheduled from 9:00 a.m. to 10:00 a.m. on Saturday morning.

Prospective students and/or their parents may discuss the admissibility of a student with a representative of the Office of Admissions. Requests for individual interviews should be made well in advance. All appointments will be confirmed in writing.

Group Information Sessions

Group information sessions are scheduled at 10:30 a.m. and at 2:00 p.m. Monday through Friday, except for holidays, throughout the calendar year. When the College is in regular session, one additional group session is scheduled on Saturday morning at 10:30 a.m.

At a group session, a representative from the Office of Admissions will discuss admissions procedures and policies, costs, financial assistance, academic programs, and other topics of general interest. Provisions are made to answer individual questions.

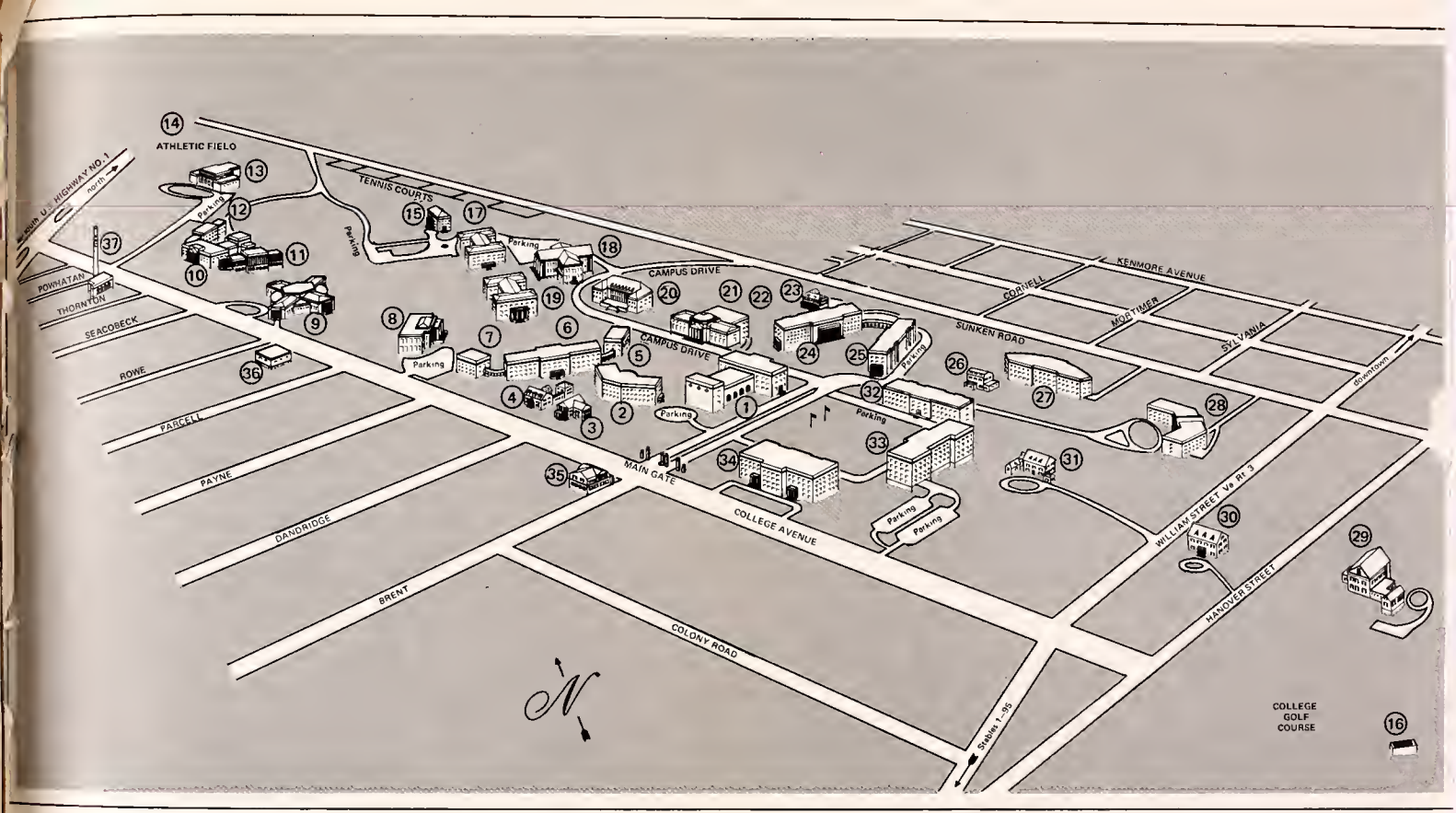
Although an appointment is not necessary for participation in a group session, notification of intent to participate will assist the staff in providing accommodations for the group.

A student-conducted tour of the campus will follow each group information session.

Campus Tours

Student-conducted tours of the campus are provided only following each group information session. A student guide will show buildings and activities that are of general interest to prospective students, parents, and others. The duration of a tour will vary from 30 to 60 minutes and the format will vary according to the interests and available time of the participants.

It is not necessary to participate in an individual interview or a group information session to join a tour. Notification of intent to take a tour is helpful for planning purposes but is not necessary.



THE CAMPUS OF

MARY WASHINGTON COLLEGE FREDERICKSBURG VIRGINIA

LEGEND

1. GEORGE WASHINGTON HALL	ADMINISTRATION	13. C. O'CONNOR GOOLRICK HALL	CLASSROOM	26. MARGARET BRENT HALL		FRENCH HOUSE
2. WESTMORELAND HALL	RESIDENCE HALL	14. ATHLETIC FIELD		27. EDWARD H. RUSSELL HALL		RESIDENCE HALL
3. HAMLET HOUSE	COUNSELING CENTER	15. HUGH MERCER HALL	INFIRMARY	28. MARY W.A. MARSHALL		RESIDENCE HALL
4. ANNE FAIRFAX AND ANNEX	DEAN OF STUDENTS and STUDENT OFFICIALS	16. LAUNDRY and MAINTENANCE		29. BROMPTON		PRESIDENT'S HOME
5. DOLLY MADISON HALL	RESIDENCE HALL	17. FRANCES WILLARD HALL	RESIDENCE HALL	30. TRENCH HILL		RESIDENCE HALL
6. MARY BALL HALL	RESIDENCE HALL	18. JAMES MONROE HALL	CLASSROOM	31. FRAMAR		RESIDENCE HALL
7. MARY CUSTIS HALL	RESIDENCE HALL	19. VIRGINIA HALL	RESIDENCE HALL	32. NINA G. BUSHNELL HALL		RESIDENCE HALL
8. CHANDLER HALL	CLASSROOM	20. ANN CARTER LEE	STUDENT ACTIVITIES	33. THOMAS JEFFERSON HALL		CLASSROOM
9. SEACOBECK HALL	DINING HALL	21. E. LEE TRINKLE	LIBRARY	34. MORGAN COMBS SCIENCE HALL		ALUMNI HOUSE
10. JESSE BALL DUPONT HALL	CLASSROOM	22. AMPHITHEATER		35. SPOTSWOOD		
11. GARI MELCHERS HALL	CLASSROOM	23. MARYE HALL	SPANISH HOUSE	36. POST OFFICE		
12. JOHN G. POLLARD HALL	CLASSROOM	24. ANN MASON HALL	RESIDENCE HALL	37. HEATING PLANT		
		25. MARTHA RANDOLPH HALL	RESIDENCE HALL			

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